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ABSTRACT

Volume I of a four volume series presents a trainers' guide designed for administrators, assessment personnel, and others involved in the development and implementation of individualized education programs (IEPs) for handicapped children in Wyoming. The training content is divided into the following seven topics (with sample subtopics in parentheses): preliminary steps (child find, referral, due process): screening (issues, survey of published instruments): multidisciplinary assessment (sources of bias in evaluation, assessment strategies, comprehensive report writing): determination of eligibility (informing parents of assessment results): IEP development (providing a total service plan): IEP implementation: and IEP review procedures (reviewing annual IEPs). Volume I contains the instructors' guides and scripts for all of the modules except IEP implementation (contained in Volume III). Appended are a preworkshop needs assessment, a list of 23 questions to ask hotels when trying to locate a meeting facility (and a space check sheet form), a list of hints for small group facilitators, and a workshop evaluation form. (PHR)

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A Training Package for Implementing the
IEP Process in Wyoming

Developed by the Northwest Regional Resource Center
in conjunction with
the Wyoming Department of Education
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Hathaway Building
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VOLUME I

TRAINERS' GUIDE

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A Training Package for Implementing the IEP Process in Wyoming

This document is the result of two years' activity to develop a package designed to train administrators, assessment personnel, child study committee members and other personnel within Wyoming Educational Agencies to effectively develop and implement individualized education plans.

In designing the content of this package, effort was made to identify the critical skills needed for personnel to implement the steps outlined in the Suggested Procedures for the Implementation of the IEP Process. The notion of the IEP as a continuous process rather than a single tool remains central to this document.

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Major Contributors

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Overview of Training Content

The training content of this package is composed of seven modules corresponding to the sections of the Wyoming Procedures. Each module is broken into components which reflect the critical concepts to be taught in that module.

Since many of the modules emphasize skill development as opposed to general awareness, the format of the modules is one of large group presentations followed by small group tasks. "Learning by doing" is a critical feature of the training components.

The content of the training package is as follows:

Module 1.0 Preliminary Steps
- 1.1 Child find
- 1.2 Screening
- 1.3 Referral
- 1.4 Multidisciplinary assessment
- 1.5 Child Study Committee
- 1.6 Placement options
- 1.7 Due Process
- 1.8 Confidentiality

Module 2.0 Screening
- 2.1 Issues in screening
- 2.2 Behavioral indicators of potential problems
- 2.3 Survey of published instruments
- 2.4 The referral process

Module 3.0 Multidisciplinary Assessment

- 3.1 Overview
- 3.2 Protection in evaluation procedures
- 3.3 Sources of bias in Evaluation
- 3.4 Referral analysis
- 3.5 Selecting an MDA team
- 3.6 Assessment strategies
- 3.7 Obtaining parental consent for evaluation
- 3.8 Writing a comprehensive report

Module 4.0 Determining eligibility

- 4.1 Informing parents of assessment results
- 4.2 Guidelines for CSC members

Module 5.0 Developing the IEP

- 5.1 Child Study Committee
- 5.2 Total service plan

Module 6.0 Implementing the IEP

Module 7.0 Conducting the IEP review

- 7.1 Annual review of Individualized Educational Programs
- 7.2 Comprehensive re-assessment of the student receiving special education services

The instructor's guides and scripts for Modules 1, 2, 3, 4, 5 and 7 are found in Volume I of the package. Volume II is composed of all transparencies and handouts for the modules in Volume I. Volume III contains all materials for Module 6.0, Implementing the IEP.

Delivery Mode

In determining the delivery mode, trainers need to make two critical decisions

--how the training is to be delivered

--to whom it is to be delivered.

Ideally, the content of this package would best be presented in a one week intensive workshop, a University extention course designed for several weeks, or in weekly inservice sessions held in class two hours per week.

Since the ideal is hardly ever real, it is suggested that the trainer select the specific module or modules which best meets the needs of the target audience for whom the training is being conducted. These modules may then be presented in a 2-3 day workshop.

For continuity of the IEP process it is suggested that the following modules be offered together:

-Multidisciplinary Assessment

-Determining Eligibility

-Developing the IEP

-Implementing the IEP: An Awareness Package

-Conducting the IEP Review

The target audience for the training is intended to be administrators, assessment personnel, special education personnel and teachers of regular education. However, some of the modules are specifically designed for a particular target audience and not others. For example, the module on preliminary steps is designed to train personnel in the necessary steps in establishing a special education program at the district/agency level. As such, it would be appropriate to administrators and coordinators of special education but not necessarily appropriate for teachers and other service providers.

A summary chart of time needed to deliver the modules and suggested target audiences follows.

Delivery Time and Target Audiences

Module	Time in Hours	Suggested Target Audience
1.0 Preliminary Steps	6	Regular Ed. Administrators Special Ed. Coordinators Local Boards of Education Special Ed. Administrators
2.0 Screening	6¼	Regular Ed. Administrators Regular Ed. Teachers Special Ed. Coordinators Special Ed. Teachers
3.0 Multidisciplinary Assessment	4½	Assessment Personnel Multidisciplinary Assessment Teams Special Ed. Teachers Regular Ed. Teachers
4.0 Determining Eligibility	2 3/4	Child Study Committee Members IEP Development Committee Members
5.0 Developing the IEP	6	Child Study Committee Members
5.1 Implementing the IEP	1 3/4 (optional) 8 3/4	Regular Ed. Teachers Special Ed. Teachers
6.0 Conducting the IEP Review	1 3/4	Child Study Committee Members IEP Development Committee Members

General Suggestions for Trainers

This section contains essential steps for planning, delivering and evaluating the workshop. Careful attention to these steps can effect a successful workshop.

1) Determine the target audience. What audience would be appropriate for the content which is to be delivered? Use of the chart on the preceding page will help in the identification of the target group.

2) Determine the type of training to be delivered. Is the objective for the training awareness or skill development? If it is the former, large group presentations which serve as interest creators are appropriate. Awareness training makes use of the lecture format, which typically is presenter directed with little opportunity for participation on the part of the audience.

   If the objective is skill development, opportunities for participants to practice the skill must be provided. Small group tasks provide an excellent vehicle for skill development. If small group tasks are used, it is best to keep the tasks short and focused on one, maybe two, small pieces of the total content. The most effective tasks typically involve the participants in responses and provide for feedback on adequate performance.

3) Determine the amount of time available for conducting the training. Use the chart on delivery time as a guide for presenting the module. If additional time is available, supplement the modules with additional tasks for the participants or allow more time for participants to complete the tasks. If less time is available than

needed to conduct the training, reduce the time allotted for the large group presentation and/or select alternate participant tasks which could be completed in a shorter time period.

4) Conduct a needs assessment to further refine the content which has been selected and to also identify the level of knowledge/skill of the participants. The needs assessment is extremely critical to the success of the workshop. Too often districts or agencies provide vague guidelines as to desired content, yet when the training is conducted according to those guidelines, the participants feel that their objectives have not been met.

   It is not always necessary to obtain the needs assessment in writing, although this is the ideal. A needs assessment may be conducted by telephone or through an informal meeting with the district/agency person who has requested the training. (See Appendix A for a sample Needs Assessment.)

   It is advisable to ask participants to state their goals for the training at the beginning of the workshop. This allows the presenter to determine whether the content is on target or needs to be modified. It also gives participants the opportunity to articulate their goals and the feeling that their needs are being considered.

5) Select small group facilitators to assist participants with small group tasks. Use of small group facilitators is a strategy which, if well deployed, can greatly enhance the success of the training. The role of these facilitators is one of clarification, support, feedback and, at times, prodding. They provide a means to work

with participants on a one to one or small group basis to effectively aid the participants in acquiring the skills. Facilitators can also provide relief for the presenter and a change of pace for the participants if they are used to present short modules or introduce group activities. They can also observe interactions with the tasks to see what modifications need to be made for future training sessions.

6) Arrange for a facility where the training can be conducted effectively. A large room with tables as work space is optimal. Appendix B includes a list of questions to ask hotels when arranging a meeting and a space check out form.

7) Arrange for needed equipment, media and materials. Make sure that all the equipment is working ahead of time. Make sure that all of the items needed to conduct the training are available. Compiling a workshop survival kit may be a good idea. The kit would contain items which would make it possible to carry on the training in the event that some items were not available at the workshop site. Such a kit could include:

    - extension cords
    - adapter plugs
    - extra bulbs for AV equipment
    - paper clips
    - rubber bands
    - string
    - masking tape
    - stapler and staples
    - scotch tape
    - blank cassette tapes

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- plain transparencies and grease pens
- chalk
- pens and pencils
- blank note paper
- batteries
- scissors

8) Prepare the presentation for each module. Use the needs assessment data to revise content and participant tasks. Secure any additional media which would be needed in light of these revisions.

9) Duplicate all materials to be provided to participants. Assemble these into individual packets for each participant. Preparation of packets ahead of time can prevent the loss of vital training time in handing out task sheets. Handouts can be color-coded to aid in identification.

10) Meet with small group facilitators prior to conducting training to review objectives, presentations, tasks and handouts. Be sure that each facilitator feels comfortable with the role and is familiar with the tasks and materials for each module.

11) Conduct the training. Keep these points in mind.

    - Keep to the time schedule but don't be inflexible.
    - Allow time for discussion of tasks and feedback for participants.
    - Where possible, verbally reinforce participants for their efforts during the session.
    - Check with facilitators after the first component or two to see how things are going.
    - Advise facilitators to encourage participants where possible to write their response to the tasks first, then discuss in their small group.

12) Evaluate the effectiveness of the training. Use feedback from the participants to make modifications in content, delivery or tasks prior to conducting training on those modules again. Some things to remember:

- The purpose of an evaluation is to assess the perceptions of workshop participants toward the content and the conduct of the actual workshop.
- The results of the evaluation can be analyzed to continue to update the quality of the workshop. Pay particular attention to the responses to items which ask for recommendations for improvement. Look for factors which can be avoided or eliminated from future workshops, for example: time of day, mandatory attendance, location, physical comfort of the setting, length of workshop, lack of individualization.
- One type of evaluation data which should be considered separate from the content of the workshop is the workshop presenter himself/herself. A dry, humorless presentation will significantly affect the evaluation results. Use the evaluation data to modify aspects of your own behavior.
- Above all, don't be threatened or otherwise reluctant to evaluate the workshop. You will be modeling good instructional behaviors and you will be continually improving the overall quality of the workshop.
- Suggested procedures for administration:
  a. This is the last activity of the workshop (5-10 minutes to complete). Tell the participants that the results will be used to improve the workshop. Thank them for their cooperation.

b. Analyze the results as soon as possible. Record the results for the entire group and for specific sub-groups.

c. Share the results with other workshop presenters and make revisions as necessary.

d. Consider using a very short evaluation form after each module is presented. This way, the information is fresh in the participants' minds and the data yielded is specific rather than general. Another option would be to conduct a verbal formative evaluation following each module presented and one written, summative evaluation at the end of the workshop.

See Appendix D for some sample workshop evaluation forms.

13) Document any needed modifications for revision of the entire training package. Very few of the modules have been field tested with target audiences. For this reason, it is critical to obtain input on needed revisions before final publication of the package. Suggestions for revision may come from the trainer or from the participants. Use the form in Appendix D for suggested revisions.

The planning form which follows may be helpful in making sure that all necessary steps have been followed.

Conference Title

Scheduled Date

Location

Task Analysis for a Conference

Task	Due Date	Completed	Coordinator
1. Review analyzed needs assessment			
2. Determine goal(s) of conference			
3. Determine target audience			
4. Determine dates and location			
5. Make hotel arrangements			
6. Confirm hotel arrangements with letter			
7. Send letter to LEA Directors (and participants) announcing conference.			
8. Write conference objectives			
9. Plan activities that will meet the objectives			
10. Identify potential conference speakers			
11. Match potential conference objectives and activities with potential speakers and select those who are most appropriate			
12. Develop tentative agenda			
13. Contact presenter(s) for commitment			

Task Analysis for a Conference

Task	Due Date	Completed	Coordinator
14. Mail agreement to confirm commitment of presenter(s) and outline expectations discussed in phone conversation (objectives from presenter)			
15. Develop evaluation procedures using presenter's objectives			
16. Finalize agenda			
17. Mail follow-up letter, agenda and other pre-conference handouts to participants.			
18. Mail follow-up letter, agenda, pre-conference handouts sent to participants and the objectives and handouts other presenters have developed to each presenter.			
19. Determine conference supplies, materials and equipment needs			
20. Requisition supplies needed			
21. Assign staff specific responsibilities at conference			
22. Compile resources/materials needed			
23. Type/duplicate information (agenda, participant and presenter's list, evaluation forms, etc.)			
24. Prepare conference supplies (name tags, folders, vouchers, etc.			
25. Call hotel to make final arrangements for refreshments, room arrangements, equipment, social hours, etc. Check participant list with hotel reservations.			

Task Analysis for a Conference

Task	Due Date	Completed	Coordinator
26. Schedule meeting with presenters the night before conference			
27. Pack conference supplies			
28. Meet with presenters before conference			
29. Conduct conference			
30. Analyze completed evaluations			
31. Complete consultant forms			
32. Write thank you's			

APPENDIX A

* PRE-WORKSHOP NEEDS ASSESSMENT

1. The purpose of this instrument is to assess the needs of individuals who are likely to attend the workshop.
2. While it may be argued that each aspect of the workshop is equally important as the other and should be presented as is, it is recommended that the workshop presenter carefully review and compile the results of the needs assessment. There is sufficient flexibility in the design of the workshop to allow for more time being spent on some areas than others.
3. A word of caution: If needs assessment data is collected prior to the actual workshop, the workshop presenter must, through his/her words or actions, show evidence that he/she is aware of the group's major concerns. Failure to do so may result in a loss of credibility.
4. Suggested procedures for administration:
    a. After a request for a workshop has been received and approved, send sufficient copies of the form to a local contact person in that district or agency. Ask him/her to distribute the form to likely workshop participants.

    b. Have the forms returned to the workshop presenter at least one week before the scheduled date of the workshop.

    c. Compile the results for the entire group and for specific sub-groups (e.g., administrators, support personnel, special education teachers, regular teachers, etc.).

    d. In the beginning of the workshop, reveal the results of the Needs Assessment to the group and outline how you plan to address those concerns in the workshop.

    e. If it is not feasible to have participants complete the form, conduct the needs assessment via telephone or on an informal meeting with the district representative. Complete as many forms as necessary to identify the needs of different target groups.

*Excerpted from: Morgan, D. "Evaluation Plan for the IEP Workshop: A manual developed for the Idaho State Department of Education: Unpublished Manuscript, Utah State University, 1977.

IEP TRAINING
PRE-WORKSHOP NEEDS ASSESSMENT

Implementation of the IEP process is a critical issue in P.L. 94-142 and the "Rules and Regulations Governing Programs and Services for Handicapped Children in Wyoming School Districts." Because of your invovlement in the implementation of federal and state laws and regulations, your input is a vital ingredient that will help us plan a workshop which will address your needs and concerns.

The questions below will help us gather needed information concerning both workshop content and your level of knowledge.

1. Please indicate which of the three following modules which represent your priorities for training. Also indicate your current level of knowledge about these content areas.

a. ___ CHILD-FIND

Purpose: To familiarize participants with the federal and State of Wyoming regulations regarding the identification, location and evaluation of all handicapped children in need of special education and related services.

Current Level of Knowledge (circle)

Low 1 2 3 4 5 High

b. ___ SCREENING

Purpose: To familiarize participants with the process used to identify, in the general population, those children who appear to be in need of further diagnostic assessment/evaluation.

Current Level of Knowledge

Low 1 2 3 4 5 High

c. ___ REFERRAL

Purpose: To familiarize participants ~~of the State~~ with a process to implement a referral procedure on the local level.

Current Level of Knowledge

Low 1 2 3 4 5 High

d. ___ MULTIDISCIPLINARY ASSESSMENT (Overview)

Purpose: To familiarize participants with the roles, function and rationale for multidisciplinary assessment teams.

Current Level of Knowledge

Low 1 2 3 4 5 High

e. ___ CONFIDENTIALITY

Purpose: To familiarize participants with the Family Educational Rights and Privacy Act (FERPA) as it applies to local school districts (as stated in Appendix E of the "Rules and Regulations Governing Programs and Services for Handicapped Children in Wyoming School Districts").

Current Level of Knowledge

Low 1 2 3 4 5 High

f. ___ DUE PROCESS

Purpose: To familiarize participants with the due process safeguards as mandated in P.L. 94-142 and in the "Rules and Regulations Governing Programs and Services for Handicapped Children in Wyoming School Districts."

Current Level of Knowledge

Low 1 2 3 4 5 High

g. ___ PLACEMENT OPTIONS

Purpose: To familiarize participants with a decision model for placing students in the least restrictive environment.

Current Level of Knowledge

Low 1 2 3 4 5 High

h. ___ MULTIDISCIPLINARY ASSESSMENT APPROACHES

Purpose: To familiarize participants with those activities, assessment strategies and processes completed by qualified personnel from a variety of disciplines which result in a comprehensive determination of eligibility and which contribute to the development of an appropriate educational program.

I would like specific training in:	Current Level of Knowledge
___ Protection in evaluation procedures (sources of bias in evaluation)	1 2 3 4 5
___ Assessment strategies	1 2 3 4 5
___ Obtaining parental consent for evaluation	1 2 3 4 5
___ Summarizing assessment results	1 2 3 4 5
___ Writing a comprehensive report	1 2 3 4 5

i. ___ DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION SERVICES

Purpose: To familiarize participants with "best practices" guidelines for Child Study Committee members in determining eligibility for special education services.

Current Level of Knowledge

Low 1 2 3 4 5 High

j. ___ DEVELOPING THE IEP

Purpose: To familiarize participants with (1) responsibilities and roles of the various individuals present at a Child Study Committee meeting, (2) information relating to the IEP in general and, specifically, to the minimum components of an IEP as required by law, including the writing of annual goals and short-term objectives.

I would like specific training in:	Current Level of Knowledge
___ The membership, suggested roles, responsibilities and activities of Child Study Committee meeting participants	1 2 3 4 5
___ Stating the components of an IEP: Total Service Plan	1 2 3 4 5
___ Pinpointing a learner's present level of educational performance from assessment information	1 2 3 4 5
___ Formulating annual goals from student assessment information	1 2 3 4 5

	Current Level of Knowledge
___ Identifying the necessary components of a short-term objective	1 2 3 4 5
___ Writing short-term instructional objectives which are specific, manageable, and relevant	1 2 3 4 5
___ Identifying procedures for obtaining parental consent for placement	1 2 3 4 5
___ Stating the purpose of monitoring the IEP and describing the procedural steps for implementing monitoring of the IEP	1 2 3 4 5
___ Identifying effective methods of communication within the Child Study Committee meeting	1 2 3 4 5
___ Developing an IEP: Total Service Plan for simulated case history data	1 2 3 4 5

k. ___ IMPLEMENTING THE IEP

Purpose: To familiarize participants with sequential procedures and activities which must be followed in order to provide the handicapped student with the most appropriate experiences to meet the goals and objectives as specified in his/her IEP.

I would like specific training in:	Current Level of Knowledge
___ Selecting what to teach (includes defining and developing an individual instruction plan, developing skills of task analysis, formulating informal assessment)	1 2 3 4 5
___ Selecting and matching materials for teaching -- including selection utilization and modification of teacher-made and commercial materials to teach needed skills	1 2 3 4 5
___ Developing specific teaching techniques to facilitate student learning	1 2 3 4 5
___ Developing skills in classroom management and physical environment necessary for effective teaching	1 2 3 4 5

1. ___ CONDUCTING THE IEP REVIEW

Purpose: To provide a checklist of procedures for use by the Child Study Committee in the annual review of IEPs.

Current Level of Knowledge

Low 1 2 3 4 5 High

2. What are the critical questions you would like to have answered as a result of the IEP workshop?

____

____

____

____

School District ____________________ Position in District ____________________

APPENDIX B

Questions to Ask Hotels When Trying to Locate a Meeting Facility

1. How many people can each of your meeting rooms hold?
2. What chair/table arrangement will need to be used in order to get that many people into the meeting room? (Example: The hotel may be able to squeeze 60 people into a room if no tables are there and the chairs are arranged in "theater" style.)
3. What is the cost of the meeting room?
4. If there a charge if we have _____ number of sleeping rooms?
5. Does the meeting room have partitions? How difficult are they to use?
6. Do you have break-out rooms for small group sessions?
7. How many people can each of them hold?
8. What chairs/table arrangements are available for these rooms?
9. What is their cost?
10. Are the facilities accessible to handicapped individuals?
11. What audio-visual equipment do you have available?
    - Screens?
    - Overhead projectors?
    - Movie projectors?
12. What does it cost to rent this equipment?
13. Do you have rooms available for a social hour?
14. What is their cost?
15. What is the cost of each drink?
16. What is the cost for a bartender?
17. Does any "minimum" need to be met?
18. What is the cost of coffee?
19. What is the cost for rolls?
20. What is the cost for soft drinks?
21. When do we need to let you know the exact number of sleeping rooms we'll need?
22. Do you provide transportation to and from the airport?
23. What kind of facilities are available for lunch?

SPACE CHECK OUT

___size and shape of space

___electrical outlets

___mike outlets

___acoustics

___doors

___bathrooms (where, number can accomodate)

___stairs

___elevators

___heat/cold regulation

___ventilation

___parking facilities: number and access

___registration area

___location

___transportation, access to facility

___room set-up arrangements

___access to meeting room(s)

___lighting

___name of custodian/engineering, where to be reached

___telephone access for messages and calling out

___exhibit space

___wall space for newsprints, etc.

___emotional impact (color, aesthetics)

___others_____________________

___ _____________________

___ _____________________

___ _____________________

___ _____________________

___ _____________________

___ _____________________

___ _____________________

From Taking Your Meetings Out of the Doldrums by Schindler-Rainman and Lippitt. Columbus, Ohio: The Association of Professional Directors, 1975.

APPENDIX C

HINTS FOR SMALL GROUP FACILITATORS*

THREE GENERAL HINTS:

If you can accomplish these you should have a good group.

1. Be yourself

2. Establish a contingency situation in your group in which the individual written tasks will get done.

3. Strive for a facilitative balance. (Somewhere between non-directive and authoritarian).

   Your role is to clarify, support, feedback and at times to prod. Try to make use of the experiences and expertise of the group.

   Avoid selling the group on the content. Let them sell each other.

   Let the group come to their own insights. Avoid the temptation to lay out the big answer for them.

   Avoid setting yourself up as the authority in the group. This can lead to a lack of involvement on the part of the group and a great deal of pain for you, the facilitator. Make use of others in the group and the workshop staff. Let them be the experts.

   Be aware that questions may be posed with the purpose of displaying the insight of the questioner.

SOME SPECIFIC HINTS:

-Start the group on time even if only one group member is present. End it on time too!

-Be familiar with the task before you go into the group.

-Listen to the presentations. This will give you and the group members a common pool of information.

-Let the group deal with disruptive behavior. They will if you let them.

-Keep "non-group" people out of your group unless the group initiates an invitation.

-Outsiders can really put a damper on a group.

-Try to keep a finger on the group pulse (feelings) if you are prepared to deal with them.

*Excerpted from Volkmor, C.B., and Pansanella, A.L., IEP: Training of Trainer's Package, California Regional Resource Center, Los Angeles, CA., 1977.

APPENDIX D

WORKSHOP EVALUATION

DATE ______________

1. Check the alternative which reflects your main reason for attending the workshop.

_____ a. attendance was mandatory
_____ b. workshop content and objectives as announced seemed relevant for my professional role
_____ c. curiosity
_____ d. recertification credit
_____ e OTHER: ______________________________

2. How interested were you in the topic presented in this workshop?

1	2	3	4	5	6	7
not at all			interested			very interested

3. How well did the workshop sustain your interest?

1	2	3	4	5	6	7
not very well			O.K.			very well

4. The workshop was:

_____vague
_____organized
_____confusing
_____helpful
_____valuable
_____repetitious
_____boring
_____informative
_____worthy of my time
_____irrelevant
_____comprehensive
_____disorganized
_____a waste of time
_____practical

5. Overall, your reaction to this entire experience has been....

1	2	3	4	5	6	7
very negative			neutral			very positive

6. The information I received at this workshop is readily available to me from other sources: _____YES _____NO

7. I rate the mode of presentation used in conducting this workshop as:

(Low) 1 2 3 4 5 6 7 (High)

8. I rate the materials/media as:

(Low) 1 2 3 4 5 6 7 (High)

9. I rate the preplanning for this workshop as:

(Low) 1 2 3 4 5 6 7 (High)

10. Were the "small group tasks".....

1	2	3	4	5	6	7
Too difficult			Just right			Too easy

11. How practical were the suggestions and recommendations made in this workshop?

1	2	3	4	5	6	7
extremely impractical						extremely practical

12. How much do you now know about the topic presented in this workshop, compared to what you knew before it began?

1	2	3	4	5	6	7
nothing						A lot

13. Do you think you will apply the concepts, ideas, and skills presented?

1	2	3	4	5	6	7
No!						most certainly

14. List two things you especially liked about the workshop.

15. List two things you especially did not like about the workshop.

16. What recommendations could you make to improve this workshop?

17. What is your current position?________________________________

SESSION EVALUATION: DEVELOPING & IMPLEMENTING IEPs

Please help us improve future workshops by completing this evaluation form. We appreciate your comments.

OBJECTIVES:

Indicate the degree to which you feel each objective was met.

1 2 3 4 5 [✓ 6] 7

Not Met (EXAMPLE) Met

1. Given a case study, the participants will complete an IEP including all its components.	1	2	3	4	5	6	7
2. The participants will list methods to monitor IEP activities.	1	2	3	4	5	6	7

Please evaluate this unit with regard to the following items:

	Very Low						Very High
1. Extent to which this presentation broadened your information base.	1	2	3	4	5	6	7
2. Clarity of presentation.	1	2	3	4	5	6	7
3. Organization of presentation.	1	2	3	4	5	6	7
4. Relevancy to your needs.	1	2	3	4	5	6	7
5. Overall reaction to session.	1	2	3	4	5	6	7

PRELIMINARY STEPS

INTRODUCTION

Definition: Those policies, procedures, processes, activities and options that must be determined cooperatively by regular and special education personnel prior to implementation of Child Find, Screening, Multidisciplinary Assessment, Child Study Committees, Placement Options, Confidentiality and Due Process.

Rationale: The development of official policies, procedures, processes, activities and options pertaining to these issues can help clarify administrative and instructional responsibility among all participants in the IEP process, and contribute to procedural consistency and continuity.

This section deals with those "preliminary steps" that must be accomplished prior to the implementation of the sections that follow. Keep in mind that some areas will be presented in depth in later sections.

USAGE SUMMARY

Purpose: To familiarize participants with the federal and state of Wyoming regulations regarding the identification, location and evaluation of all handicapped children in need of special education and related services.

Objectives: Upon completion of this component participants will:

--state activities which would be appropriate for conducting a child find effort in their community.

Materials:

--blank transparency

--transparencies 1-6

--sample Child Find poster

--sample hand bills, flyers

--sample stickers which could go on a bank statement

--sample newspaper advertisement

Presentation Format: Large group presentation

Time: Approximately 45 minutes

CHILD FIND

PRESENTATION OUTLINE

I. Definition of Child Find: A student who may be handicapped but is not enrolled in public school.

II. Federal and state mandates for Child Find

III. The role of the district Child Find Facilitator

IV. The function of the State Child Find Project

V. Activities for generating referrals to Child Find Facilitator.

- A. Media
  1. newspapers
  2. radio
  3. television
- B. Other methods
  1. handbills
  2. posters

VI. Appropriate activities for Child Find in local community

SPECIAL NOTES TO TRAINER

1. The story at the beginning of the script should be reviewed and details added to make it appropriate to the community where training is being conducted.
2. Find out who the Child Find facilitator for the district is, and, if possible, discuss with the facilitator how she or he is able to assist districts with their child find effort.
3. If possible, prior to conducting workshop, meet or talk with someone in the community to get an idea of demographic characteristics (e.g., ranching community, size, populations, major source of income, etc.) so that when the brainstorming activity is conducted this information can be used to make it a relevant activity.
4. Display in workshop area sample child find posters, handbills, etc. for reference later in the training.
5. Be sure to review revised regulations on child find which were approved February 3, 1979. Include additional content from these regulations where appropriate.

SCRIPT TEXT

DURING THIS TRAINING SESSION, WE WILL BE COVERING THE COMPONENT "CHILD FIND." THIS MODULE WILL FAMILIARIZE YOU WITH THE FEDERAL AND STATE OF WYOMING REGULATIONS REGARDING THE IDENTIFICATION, LOCATION AND EVALUATION OF ALL HANDICAPPED CHILDREN IN NEED OF SPECIAL EDUCATION AND RELATED SERVICES.

BASED ON THE CONTENT AND ACTIVITIES OF THIS MODULE, YOU WILL BE ABLE TO:

-STATE ACTIVITIES WHICH WOULD BE APPROPRIATE FOR CONDUCTING A CHILD FIND EFFORT IN YOUR COMMUNITY.

I WOULD LIKE TO BEGIN THIS WORKSHOP WITH A STORY:

> BOB SMITH, A SIXTH GRADE TEACHER, STOPPED AT THE ________________HOTEL (INSERT NAME) TO HAVE A CUP OF COFFEE PRIOR TO GOING TO SCHOOL. THERE, HE MEETS ED FRANK, ONE OF THE LOCAL RANCH HANDS WITH WHOM HE HAS A CONVERSATION. ED BEGINS TO TELL MR. SMITH ABOUT A 14 YEAR OLD BOY WHO HAS NEVER BEEN TO SCHOOL. THE RANCH HAND SAYS, "HE LOOKS WEIRD TO ME". MR. SMITH SAYS HOW DO YOU MEAN WEIRD. WELL HE HARDLY TALKS, HE DOESN'T LOOK YOU IN THE EYE. NONE OF THE BOSS'S CHILDREN LIKE TO HAVE HIM AROUND. THEY NEVER PLAY WITH HIM. HE SEEMS REALLY SLOW. YOU HAVE TO EXPLAIN THINGS TO HIM OVER AND OVER BEFORE HE GETS IT. HE HAS SOME REAL

PROBLEMS FOLLOWING DIRECTIONS, REMEMBERING WHAT HE'S SUPPOSED TO BE DOING. WHEN HE'S NOT DOING HIS WORK HE JUST PLAYS WITH THE ANIMALS.

MR. SMITH ASKS, "WHY HASN'T HE EVER BEEN TO SCHOOL?" ED SAYS, "I DON'T KNOW, I'LL LOOK INTO IT."

MR. SMITH GOES TO SCHOOL AND HE STOPS IN THE TEACHER'S LOUNGE. HE TELLS ANOTHER TEACHER ABOUT THIS BOY. THE TEACHER SUGGESTS THAT MR. SMITH CALL THE LOCAL DIRECTOR (COORDINATOR) OF SPECIAL EDUCATION TO FIND OUT WHETHER THE SCHOOL NEEDS TO DO ANYTHING ABOUT THE BOY.

THIS IS A SITUATION IN WHICH SOMEONE HAS FOUND A CHILD WHO MAY BE HANDICAPPED. WE HAVE A TERM WHICH DESCRIBES THAT. IT'S "CHILD FIND."

WRITE THE WORDS CHILD FIND ON A TRANSPARENCY.

LET'S LOOK AT THIS SITUATION A MINUTE. WOULD YOU SAY THAT THE SCHOOL DISTRICT IN WHICH THE BOY IS RESIDING HAS ANY RESPONSIBILITY TO DO SOMETHING FOR HIM? WHY? WHY NOT?

LET PARTICIPANTS DISCUSS THEIR RESPONSES TO THE QUESTION FOR ABOUT 10 MINUTES.

SHOW TRANSPARENCY 1 (T-1)

CHILD FIND

SCHOOL DISTRICTS DO, IN FACT, HAVE A RESPONSIBILITY TO DO SOMETHING FOR CHILDREN LIKE THIS. AS REQUIRED BY WYOMING LAW, PUBLIC LAW 94-142, SECTION 504 OF THE REHABILITATION ACT OF 1973, DISTRICTS MUST LOCATE AND EVALUATE EVERY CHILD, BIRTH TO 21 YEARS OF AGE WHO MAY BE HANDICAPPED. FURTHERMORE, IT MUST PROVIDE A FREE APPROPRIATE PUBLIC EDUCATION TO STUDENTS OF SCHOOL AGE.

YOU MAY BE WONDERING WHAT "SCHOOL AGE" MEANS. IN WYOMING, THE SCHOOL AGE IS 7-16. HOWEVER, IF THE CHILD IS ENROLLED IN THE PUBLIC SCHOOL EVEN THOUGH S/HE IS NOT IN THIS AGE BRACKET, S/HE IS TO BE AFFORDED THE SAME EDUCATIONAL OPPORTUNITIES AS NON-HANDICAPPED PEERS.

GIVEN THE MANDATES OF FEDERAL AND STATE LAW AND REGULATIONS, HOW COULD WE IMPLEMENT THEM?

ONE THING WE COULD DO WOULD BE TO CONTACT THE CHILD FIND FACILITATOR FOR THE DISTRICT. IN YOUR DISTRICT THE PERSON TO CONTACT IS______________________________(INSERT NAME). STATE REGULATIONS REQUIRE THAT EACH DISTRICT HAVE A CHILD FIND FACILITATOR WHO WOULD BE AVAILABLE TO ASSIST DISTRICTS IN THE CHILD FIND EFFORT.

SHOW TRANSPARENCY 2 (T-2)

THE ROLE OF THIS FACILITATOR IS THREEFOLD:

1) TO SERVE AS A CENTRAL SOURCE OF INFORMATION FOR CHILD FIND FOR THE SURROUNDING COMMUNITIES.
2) TO FUNCTION AS A CENTRAL POINT OF REFERRAL FOR CHILDREN REPORTED AS HANDICAPPED OR SUSPECTED OF BEING HANDICAPPED.
3) TO SERVE AS A LIAISON BETWEEN THE SCHOOL DISTRICT AND THE STATE EDUCATION DEPARTMENT CONCERNING REPORTING AND DOCUMENTATION OF THE CHILD FIND PROGRAM.

FURTHERMORE, WYOMING HAS A STATEWIDE EFFORT FOR CHILD FIND WHICH IS, THIS YEAR, UNDER THE DIRECTION OF THE WYOMING ASSOCIATION FOR RETARDED CITIZENS. THE ROLE OF THE CHILD FIND PROJECT IS TO HELP IN THE IDENTIFICATION OF UNSERVED OR UNDERSERVED HANDICAPPED CHILDREN BY CONDUCTING PUBLIC RELATIONS ACTIVITIES AND BY PROVIDING TECHNICAL ASSISTANCE AND TRAINING TO EACH CHILD FIND FACILITATOR.

SO FAR WE HAVE DISCUSSED THE MANDATE FOR CHILD FIND, THE USE OF A CHILD FIND FACILITATOR AND THE STATE CHILD FIND PROGRAM. WHAT REMAINS NOW IS TO DISCUSS WAYS IN WHICH REFERRALS TO THE CHILD FIND FACILITATOR CAN BE GENERATED.

ONE WAY TO GENERATE THESE REFERRALS IS TO CONDUCT A PUBLIC AWARENESS CAMPAIGN. THIS CAN BE DONE USING:

--NEWSPAPERS: PICTURES, FEATURES, STORIES, EDITORIALS, COLUMNS, STATISTICS, CARTOONS, SPACE FILLERS, ADVERTISING, DROP LINES, AND PUBLIC SERVICE ADVERTISEMENTS.

SHOW TRANSPARENCY 3 (T-3)

THIS IS A SAMPLE NEWSPAPER RELEASE.

--RADIO: NEWS, INTERVIEWS, PUBLIC SERVICE SPOTS, COMMENTS, REMINDERS, PROGRESS REPORTS, STATEMENTS, EXPLANATIONS.

--TELEVISION: NEWS, INTERVIEWS, PUBLIC SERVICE SPOTS.

SHOW TRANSPARENCY 4 (T-4)

THIS IS A SAMPLE RADIO OR TELEVISION ANNOUNCEMENT.

WE'VE DISCUSSED THE USE OF MEDIA IN A PUBLIC AWARENESS CAMPAIGN. AT A MINIMUM, EVERY MEDIA PRESENTATION SHOULD DESCRIBE:

SHOW TRANSPARENCY 5 (T-5)

-WHAT THE CHILD FIND ACTIVITY IS
-WHEN THE ACTIVITY OCCURS
-THE PURPOSE OF CHILD FIND
-WHERE PEOPLE SHOULD RESPOND

IN ADDITION TO USING MEDIA FOR PUBLIC AWARENESS, OTHER METHODS OF GENERATING REFERRALS ARE:

--HANDBILLS: HOUSE-TO-HOUSE, DELIVERED BY: SCOUTS, YOUTH GROUPS, NEWSPAPER DELIVERY, MILK MAN; PLACED IN SHOPPING BAGS, DISTRIBUTED AT PARKING LOTS, AT BALL GAMES, ETC.

--POSTERS: LOCAL POSTER CONTEST, BANKS, POST OFFICE, SCHOOLS, FACTORIES, STORES, CENTERS, CHURCHES, MEDICAL FACILITIES, ETC.

POINT OUT SAMPLES OF ABOVE WHICH HAVE BEEN DISPLAYED IN THE WORKSHOP AREA.

GIVEN THIS INFORMATION, HOW CAN WE CONDUCT CHILD FIND ACTIVITIES IN ______________________________? (NAME COMMUNITY.) WHAT WE WANT TO DETERMINE IS WHAT KINDS OF ACTIVITIES WOULD WORK BEST FOR YOU.

REVIEW DEMOGRAPHIC INFORMATION, USE THIS AS A LEAD INTO DISCUSSION. ENCOURAGE PARTICIPANTS TO BE CREATIVE WITH SUGGESTIONS.

LIST PARTICIPANT RESPONSES ON CHALK BOARD. AFTER THEY HAVE BEEN DISPLAYED, ASK IF ANY PARTICIPANTS HAVE ANY ADDITIONAL SUGGESTIONS TO BE MADE.

I'D LIKE TO CONCLUDE WITH THIS TRANSPARENCY.

SHOW TRANSPARENCY 6 (T-6)

READ INFORMATION AS PRESENTED.

THESE FACTS SHOULD PROVIDE AN IMPETUS TO INSTITUTE EFFECTIVE CHILD FIND ACTIVITIES.

USAGE SUMMARY

Purpose: To familiarize participants with the process used by educational agencies, and with the requirements of their district's plan, to identify, in the general population, those children who appear to be in need of special services.

Objectives: Upon completion of this component participants will:

--analyze their district's screening procedure to determine its strengths and weaknesses.

Materials:

--transparencies 1-7

--copy of District Plan for each participant (option - transparency of District Plan)

--Screening Work Sheet for each participant

Presentation Format: Large group presentation

Time: Approximately 30 minutes

PRESENTATION OUTLINE

I. Definition of screening

II. Steps in developing a district screening program:

  A. determine responsibility

  B. determine population to be screened

  C. determine who will screen

  D. determine instruments to be used

  E. determine procedure for communicating screening program to district and community

  F. determine procedure for training staff

  G. determine how screening results will be used

III. Review of District Screening Procedure

SCRIPT TEXT

IN THIS TRAINING SESSION, WE WILL BE COVERING THE COMPONENT "SCREENING." THIS MODULE WILL FAMILIARIZE YOU WITH THE PROCESS USED BY EDUCATIONAL AGENCIES TO IDENTIFY, IN THE GENERAL POPULATION, THOSE CHILDREN WHO APPEAR TO BE IN NEED OF SPECIAL SERVICES.

UPON COMPLETION OF THIS COMPONENT, YOU WILL BE ABLE TO ANALYZE YOUR DISTRICT'S SCREENING PROCEDURE TO DETERMINE ITS STRENGTHS AND WEAKNESSES.

IN THE PREVIOUS SECTION ON CHILD FIND YOU WERE INFORMED THAT EACH DISTRICT IS REQUIRED BY STATE AND FEDERAL REGULATIONS TO PROVIDE APPROPRIATE EDUCATION AND RELATED SERVICES TO ALL SCHOOL AGED CHILDREN WHO ARE HANDICAPPED, REGARDLESS OF THE SEVERITY OF THEIR HANDICAP. SCREENING IS A MEASUREMENT ACTIVITY WHICH IDENTIFIES, IN THE GENERAL POPULATION, THOSE CHILDREN WHO APPEAR TO BE IN NEED OF SPECIAL SERVICES. SCREENING IS NOT DIAGNOSTIC BUT MERELY INDICATES POSSIBLE PROBLEMS. THE RESULTS WILL ASSIST THE SCHOOL DISTRICT IN DETERMINING WHETHER A CHILD SHOULD BE REFERRED FOR FURTHER EVALUATION.

THE SEQUENCE OF ITEMS TO BE CONSIDERED FOR DEVELOPING A DISTRICT SCREENING PROGRAM CAN BE EXPRESSED AS A SERIES OF STEPS:

SHOW TRANSPARENCY 1 (T-1)

THE INITIAL STEP INVOLVES DETERMINING RESPONSIBILITY FOR THE DEVELOPMENT, THE IMPLEMENTATION AND THE MONITORING OF THE SCREENING PROGRAM. THIS RESPONSIBILITY COULD BE ASSIGNED TO THE SPECIAL SERVICES DIRECTOR, BUILDING PRINCIPALS, ETC.

SHOW TRANSPARENCY 2 (T-2)

ALTHOUGH ALL STUDENTS IN THE DISTRICT SHOULD BE SCREENED IN THE INITIAL YEAR OF THE PROGRAM, THERE MAY NOT BE A NEED TO SCREEN ALL STUDENTS EVERY YEAR. FOLLOWING THE INITIAL SCREENING, THE STUDENTS TO BE SCREENED MIGHT INCLUDE ALL STUDENTS CURRENTLY ENROLLED, EVERY THREE YEARS. THIS COULD BE DONE IN THE KINDERGARTEN, THIRD, SIXTH, AND NINTH GRADES OR IN THE FIRST, FOURTH, SEVENTH AND TENTH GRADES. THIS SHOULD INCLUDE ALL CHILDREN ENTERING SCHOOL FOR THE FIRST TIME. IT IS RECOMMENDED THAT ALL TRANSFER STUDENTS NEW TO THE SCHOOL BE SCREENED DURING THEIR FIRST YEAR OF ATTENDANCE, UNLESS EVIDENCE IS SECURED OF A PRIOR SCREENING WITHIN THREE YEARS OF TRANSFER. ALSO, ANY CHILD WHO IS SUSPECTED OF HAVING A HANDICAPPING CONDITION SHOULD BE SCREENED.

SHOW TRANSPARENCY 3 (T-3)

THE THIRD STEP REQUIRES DETERMINING WHO WILL DO THE SCREENING. THE SCREENING TEAM COULD INCLUDE ANY OF THE FOLLOWING:

SCHOOL AND/OR PUBLIC HEALTH NURSE, SPEECH/LANGUAGE PATHOLOGIST, RESOURCE TEACHER, EDUCATIONAL DIAGNOSTICIAN, COUNSELOR, CLASSROOM TEACHER, ETC.

SHOW TRANSPARENCY 4 (T-4)

AT STEP FOUR A DETERMINATION MUST BE MADE AS TO WHAT SCREEN-INSTRUMENTS ARE TO BE USED. AGAIN, LET ME REMIND YOU THAT SCREENING WILL BE COVERED MUCH MORE IN DEPTH IN A LATER MODULE.

SHOW TRANSPARENCY 5 (T-5)

ONCE THE SCREENING PROGRAM HAS BEEN ADOPTED, THIS INFORMATION MUST BE COMMUNICATED TO THE DISTRICT STAFF, COMMUNITY AGENCIES AND THE LOCAL COMMUNITY. STEP 5 REQUIRES THE ADOPTION OF SUCH A PROCEDURE.

THE METHOD FOR COMMUNICATING THE SCREENING PROGRAM TO THE DISTRICT STAFF COULD INCLUDE STAFF MEETINGS, INSERVICE AND NEWS BULLETINS. THIS INFORMATION COULD BE RELATED TO COMMUNITY AGENCIES THROUGH LETTERS, MEETINGS AND THE TELEPHONE. COMMUNICATION TO THE LOCAL COMMUNITY COULD BE ACHIEVED THROUGH THE NEWSPAPER, RADIO AND TELEVISION INTERVIEWS AND PUBLIC SERVICE ANNOUNCEMENTS.

SHOW TRANSPARENCY 6 (T-6)

THE PROCEDURE FOR TRAINING THE DISTRICT STAFF TO USE THE SCREENING PROGRAM MUST BE DETERMINED AT STEP 6. THIS TRAINING WILL PROBABLY BE DONE PRIMARILY THROUGH INSERVICE TRAINING.

SHOW TRANSPARENCY 7 (T-7)

HOW WILL THE SCREENING RESULTS BE USED? THIS DETERMINATION WILL BE MADE AT STEP 7 AND INVOLVES THREE PARTS. AT PART 1 A PROCEDURE FOR COMPILING THE SCREENING RESULTS MUST BE DEVELOPED. PART 2 INVOLVES DETERMINING WHAT THE CRITERIA WILL BE FOR MAKING A REFERRAL. AND THE LAST PART IS DETERMINING THE PROCEDURES FOR MAKING A REFERRAL.

ALTHOUGH SCREENING WILL BE COVERED MORE THOROUGHLY IN THE FOLLOWING MODULE, I WANT YOU TO REVIEW AT THIS TIME THE SCREENING PROCEDURE THAT IS IN YOUR DISTRICT REGULATIONS.

DISTRIBUTE HANDOUT 1 (H-1-3)

PLEASE READ YOUR DISTRICT'S SCREENING PROCEDURE, THEN COMPLETE THE SCREENING WORK SHEET. YOU WILL HAVE 10 MINUTES TO COMPLETE THIS ACTIVITY.

AFTER 10 MINUTES ASK FOR INDIVIDUALS TO RESPOND TO THE SCREENING WORK SHEET.

THIS ACTIVITY SHOULD GIVE YOU A FAIR IDEA OF WHAT CHANGES NEED TO BE MADE IN YOUR DISTRICT'S SCREENING PROCEDURE.

USAGE SUMMARY

Purpose: To familiarize coordinators of special education and regular education administrators with a process to implement a referral procedure on the local level.

Objectives: Upon completion of this component participants will:

--evaluate their district's referral form using a referral form checklist

--evaluate the referral procedure using a checklist

--discuss changes which need to be made in the district's referral process.

Materials:

--handouts 1-10

--transparencies 1-5

Aids: Overhead projector, screen, grease pencil

Presentation Format: Large group presentation
Small groups of 3-5

Time: Approximately 1 hour

PRESENTATION OUTLINE

I. Sources of Referrals
    A. Outside of school
    B. Inside of school
II. Components of the referral process
    A. Referral Procedure
    B. Routing System
    C. Follow up
III. Critical Decisions in the Referral Process
    A. Single referral form
    B. Format of referral form
    C. Personnel to review referral
    D. Procedures to review the referral
    E. Referral action
    F. Parental contact
    G. Routing of referrals
    H. Record system
    I. Personnel to follow up referral

SCRIPT TEXT

DURING THIS TRAINING SESSION, WE WILL BE COVERING THE MODULE "REFERRAL." THIS MODULE WILL FAMILIARIZE YOU WITH A PROCESS TO IMPLEMENT A REFERRAL PROCEDURE ON THE LOCAL LEVEL.

AT THE COMPLETION OF THIS COMPONENT, IT IS ANTICIPATED THAT YOU WILL HAVE ACCOMPLISHED THREE OBJECTIVES:

--EVALUATE YOUR DISTRICT'S REFERRAL FORM USING A REFERRAL FORM CHECKLIST

--EVALUATE THE REFERRAL PROCEDURE USING A CHECKLIST

--DISCUSS CHANGES WHICH NEED TO BE MADE IN THE DISTRICT'S REFERRAL PROCESS.

IN THE LAST MODULE WE DISCUSSED SCREENING AS A RAPID SCAN TO IDENTIFY STUDENTS WHO MAY BE HANDICAPPED. ONCE SCREENING HAS BEEN COMPLETED, THE NEXT STEP IS TO MAKE A REFERRAL FOR SPECIAL EDUCATION SERVICES.

THE REFERRAL PROCESS IS A FORMAL PROCEDURE FOR REQUESTING HELP IN DETERMINING: A) THE REASONS WHY A STUDENT IS HAVING DIFFICULTY IN SCHOOL, AND B) THE KINDS OF INTERVENTIONS WHICH MIGHT BE HELPFUL IN RESOLVING THE PROBLEM (CHALFANT & FOSTER, 1977).

THE REFERRAL PROCESS MAY ORIGINATE WITH SCHOOL PERSONNEL, PARENTS, OUTSIDE AGENCIES OR THE STUDENT HIM/HERSELF. SPECIFICALLY, REFERRALS CAN COME FROM THESE FOLLOWING SOURCES:

SHOW TRANSPARENCY 1 (T-1)

REGARDLESS OF THE SOURCE FROM WHICH REFERRALS ORIGINATE THE REFERRAL PROCESS SHOULD INCLUDE AT A MINIMUM:

A) A REFERRAL PROCEDURE
B) A ROUTING SYSTEM
C) FOLLOW UP.

IN ORDER TO ESTABLISH AN EFFICIENT REFERRAL PROCEDURE, SEVERAL CRITICAL DECISIONS MUST BE MADE. PLEASE REFER TO HANDOUT 1, CRITICAL DECISIONS IN THE REFERRAL PROCESS, TO HELP YOU FOLLOW THE PRESENTATION. YOU MAY FIND IT OF BENEFIT TO MAKE NOTES DIRECTLY ON THE HANDOUT.

SHOW TRANSPARENCY 2 (T-2)

COVER EACH SECTION AND DISCUSS AS FOLLOWS:

A. THE REFERRAL PROCEDURE

1. WILL THERE BE A SINGLE REFERRAL FORM?

   OFTENTIMES DISTRICTS MAKE THE MISTAKE OF ALLOWING EACH SPECIALIST (E.G., SPEECH, REMEDIAL READING, TITLE I, SPECIAL EDUCATION, ETC.) TO DEVISE THEIR OWN REFERRAL SYSTEM. THIS CAN INVOLVE THE USE OF MULTIPLE FORMS. "THE END RESULT IS A REFERRAL SYSTEM WHICH DUPLICATES TIME AND EFFORT." (CHALFANT & FOSTER, 1977, P. 6). IT IS THEREFORE RECOMMENDED THAT DISTRICTS ADOPT A SINGLE REFERRAL FORM WHICH COULD BE USED BY ANYONE TO REFER STUDENTS FOR SERVICES WHICH WOULD BE REQUIRED. IF THIS IS TO BE

DONE, ALL OF THE PROFESSIONALS INVOLVED MUST WORK TOGETHER TO DEVELOP A FORM WHICH MEETS THE NEEDS OF ALL CONCERNED.

2. WHAT WILL BE THE FORMAT OF THE REFERRAL FORM? PASANELLA & VOLKMOR (1977) POINT OUT THAT THE REFERRAL FORM REPRESENTS A STATEMENT OF CONCERN ABOUT A STUDENT'S LEARNING. IN SCHOOLS WHERE SPECIAL EDUCATION PROGRAMS ARE AVAILABLE, THE REFERRAL STATEMENT IS OFTEN THE INITIAL BASIS OF COMMUNICATION BETWEEN THE REFERRAL SOURCE AND THE SPECIAL SERVICES PERSONNEL. FOR THIS REASON, THE REFERRAL FORM SHOULD BE CLEAR, CONCISE AND EASY TO COMPLETE. CAREFUL CONSIDERATION SHOULD BE GIVEN TO DESIGNING A REFERRAL FORM WHICH IS NOT TOO DEMANDING IN TERMS OF ASSESSMENT SKILLS NOR TIME NEEDED TO COMPLETE IT.

PASANELLA & VOLKMOR (1977) ALSO INDICATE THAT THE REFERRAL FORM SHOULD CONTAIN AT LEAST THESE COMPONENTS:

--THE CHILD'S PROBLEM IS STATED PRECISELY. REFERRAL STATEMENTS SHOULD BE SPECIFIC AND ATTEMPT TO DELIMIT THE PROBLEM; FOR EXAMPLE, "REFUSES TO JOIN IN GROUP ACTIVITIES, ALWAYS PLAYS ALONE."

--INCLUDES SPECIFIC COMMENTS ON LEARNER STRENGTHS. THIS PLACES EMPHASIS ON THE POSITIVE ASPECTS OF THE LEARNER'S BEHAVIOR WHILE AT THE SAME TIME PROVIDING VALUABLE IDEAS FOR PLANNING REMEDIATION.

--AVOIDS MAKING INFERENCES AS TO WHY THE CHILD BEHAVES IN A CERTAIN WAY; IT INCLUDES DESCRIPTIONS OF WHAT THE CHILD ACTUALLY DOES - NOT INTERPRETATIONS. FOR EXAMPLE, "JOHNNY IS OUT OF HIS SEAT 10 TIMES IN A 5 MINUTE PERIOD," NOT, "JOHNNY IS HYPERACTIVE."

--PROVIDES AS MUCH SUPPORTIVE DOCUMENTATION OF THE PROBLEM STATEMENT AS POSSIBLE (E.G., TEST SCORES, HEALTH HISTORY, GRADES, ETC.). THE EXTENT TO WHICH THE PROBLEM STATEMENT IS SUPPORTED BY DATA WHICH THE REFERRAL AGENT HAS GATHERED WILL HELP TO POINT TO SPECIFIC ASSESSMENT STRATEGIES AND AVOID DUPLICATION OF EFFORT. IN ADDITION, IT WOULD BE HELPFUL TO INCLUDE THE SCREENING CHECKLISTS ALONG WITH THE REFERRAL FORM FOR SUPPORTIVE DATA.

--INCLUDES ACCURATE IDENTIFYING INFORMATION: AGE; BIRTHDATE; DATE OF REFERRAL; DATE TESTING WAS DONE, ETC. ALTHOUGH THIS IS AN OBVIOUS POINT, REFERRALS ARE OFTEN SUBMITTED WITHOUT THIS DATA. SINCE THE REFERRAL FORM WILL BECOME

PART OF THE STUDENT'S FILE IT IS IMPORTANT THAT CAREFUL RECORDS BE KEPT.

SHOW TRANSPARENCY 3 (T-3)

THIS HANDOUT ALSO PROVIDES IDENTICAL INFORMATION FOR YOUR REVIEW AND USE AT A LATER DATE.

PASS OUT HANDOUT 2 (H-2)

HERE IS A REFERRAL FORM WHICH INCLUDES AT LEAST THE BASIC COMPONENTS AS I HAVE DESCRIBED. ARE THERE ANY QUESTIONS ABOUT IT?

PASS OUT HANDOUT 3 (H-3)

SHOW TRANSPARENCY 4 (T-4)

RESUME PRESENTATION ON CRITICAL DECISIONS IN THE REFERRAL PROCESS.

3. WHO WILL REVIEW THE REFERRAL?
SOMEONE NEEDS TO TAKE RESPONSIBILITY TO LOOK AT THE REFERRAL TO SEE THAT ALL OF THE CRITICAL INFORMATION IS THERE. OFTEN, A REFERRAL MAY BE MADE WITH INCOMPLETE INFORMATION OR INFORMATION WHICH IS UNCLEAR. SOMEONE SHOULD INTERVIEW THE REFERRING AGENT TO CLARIFY CONCERNS AND TO OBTAIN THE MISSING INFORMATION.

4. WHAT PROCEDURES WILL BE USED TO REVIEW THE REFERRAL? A DECISION NEEDS TO BE MADE AS TO HOW THE REVIEW WILL BE CONDUCTED. SINCE IT IS BEST NOT TO HAVE ONE PERSON TAKE SOLE RESPONSIBILITY FOR DECIDING WHETHER EVALUATION IS REQUIRED, SOME DISTRICTS HAVE ELECTED TO USE A SMALL COMMITTEE TO MAKE THIS DECISION. THIS COMMITTEE MIGHT BE COMPOSED OF THE BUILDING PRINCIPAL, THE COORDINATOR OF SPECIAL EDUCATION AND ONE OTHER PERSON; A TEACHER, COUNSELOR, SOCIAL WORKER, OR SCHOOL NURSE.

THIS GROUP CAN THEN MEET AT REGULARLY SCHEDULED INTERVALS TO REVIEW THE REFERRALS AND TO DETERMINE WHAT ACTION NEEDS TO BE TAKEN AS A RESULT OF THE REFERRAL.

THE REFERRAL REVIEW COMMITTEE CAN SERVE ANOTHER FUNCTION WHICH IS TO VERIFY THE CONCERNS STATED ON THE REFERRAL FORMS. BY THE TIME A REFERRAL FORM HAS BEEN COMPLETED, TEACHERS MAY HAVE LOST THE ABILITY TO BE OBJECTIVE AND OFTEN THE PROBLEMS ARE PORTRAYED AS MORE SERIOUS THAN THEY REALLY ARE.

ONE WAY TO VERIFY CONCERNS EXPRESSED IN THE REFERRAL FORM IS TO CONDUCT A RECORDS REVIEW, UNLESS THIS HAS BEEN DONE IN THE SCREENING PROCEDURE. IF A RECORDS REVIEW HAS NOT BEEN DONE PREVIOUSLY THE COMMITTEE COULD APPOINT ONE PERSON TO REVIEW

THE STUDENT'S RECORDS, INCLUDING THE HEALTH CARD. THE PRESENCE OF THE FOLLOWING FACTORS IN A STUDENT'S RECORDS MAY BE INDICATORS OF PROBLEMS WHICH NEED FURTHER INVESTIGATION THROUGH ASSESSMENT:

--CONTINUING FAILURES OR MARGINAL GRADES IN MORE THAN ONE SUBJECT. MORE THAN ONE OCCURRENCE OF MARGINAL OR FAILING GRADES DURING THE YEAR DENOTES A CONCERN.

--A RECORD OF ONE OR MORE RETENTIONS IN A GRADE INDICATES THAT TEACHER CONCERN ABOUT POOR ACADEMIC ACHIEVEMENT IS WARRANTED.

RESULTS OF STANDARDIZED TESTS WHICH INDICATE PERCENTILE SCORES OF 25 OR LESS, STANINES OF 3 OR A LAG BEHIND GRADE PLACEMENT AS FOLLOWS:

--KG-1 - 6 MONTHS
--2, & 3 - 1 YEAR
--4-8 - 2 YEARS
--9-12 - 3 YEARS

--PRLONGED PERIODS OF NOT ATTENDING SCHOOLS

--INDICATIONS OF SUSPENSIONS, EXPLUSIONS OR FREQUENT DISCIPLINARY ACTIONS

--CHRONIC HEALTH PROBLEMS OFTEN DEPRESS ACADEMIC ACHIEVEMENT. IF THESE FACTORS ARE PRESENT IN COMBINATION WITH POOR ACADEMIC ACHIEVEMENT, REFERRAL FOR A COMPREHENSIVE EVALUATION IS WARRANTED.

OCCURRENCE OF ANY OF THESE FACTORS IN A RECORD REVIEW MAY BE SUFFICIENT JUSTIFICATION TO REFER A STUDENT FOR FURTHER ASSESSMENT.

HERE IS A SAMPLE FORM WHICH COULD BE USED TO CONDUCT A RECORD REVIEW.

PASS OUT HANDOUT 4 (H-4-6)

5. WHAT ACTION WILL BE TAKEN AS A RESULT OF THE REFERRAL?

THERE ARE TWO ALTERNATIVE ACTIONS WHICH COULD BE TAKEN AS A RESULT OF THE REFERRAL:

A) REFER TO SPECIAL SERVICES OR TO OUTSIDE SOURCES FOR EVALUATION

B) DEAL WITH THE PROBLEM WITHOUT EVALUATION

IN ORDER TO DECIDE WHETHER A CHILD SHOULD BE REFERRED FOR EVALUATION IT IS HELPFUL FOR COMMITTEES TO HAVE GUIDELINES WHICH WOULD BE USEFUL IN MAKING THAT DECISION.

THIS NEXT HANDOUT OFFERS GUIDELINES WHICH WOULD BE USEFUL IN SELECTING STUDENTS FOR EVALUATION.

PASS OUT HANDOUT 5 (H-7-8)

IF THE COMMITTEE DECIDES THAT THE PROBLEM IS BEST HANDLED WITHOUT REFERRAL OR EVALUATION, A DETERMINATION AS TO WHAT OTHER SERVICES MAY BE REQUIRED IS ESSENTIAL. THERE MAY BE ADDITIONAL SUPPORT SERVICES WHICH COULD BE PROVIDED TO CORRECT PROBLEMS WHICH HAVE BEEN NOTED. THESE SERVICES COULD INCLUDE CURRICULUM MODIFICATIONS, CONSULTATION WITH THE CLASSROOM TEACHER, PLACEMENT IN TUTORIAL OR REMEDIAL PROGRAMS (NOTE: TITLE I PLACEMENT REQUIRES DETERMINATION OF ELIGIBILITY.) HANDOUT 6 OFFERS A FEW SUGGESTIONS FOR DEALING WITH PROBLEMS WITHOUT REFERRAL FOR EVALUATION.

PASS OUT HANDOUT 6 (H-9)

6. WHO WILL CONTACT THE PARENT(S) REGARDING THE REFERRAL AND HOW WILL THAT CONTACT BE MADE?
   IF THE STUDENT IS TO BE REFERRED FOR EVALUATION, IT IS NECESSARY TO CONTACT THE PARENTS AND TO OBTAIN THEIR WRITTEN CONSENT PRIOR TO CONDUCTING A PRE-PLACEMENT EVALUATION.

   STATE AND FEDERAL REGULATIONS REQUIRE THAT WRITTEN PRIOR NOTICE BE SENT WHEN THE EDUCATIONAL AGENCY PROPOSES TO INITIATE A CHANGE IN THE IDENTIFICATION AND EVALUATION OF A STUDENT. IT MAY BE ADMINISTRATIVELY FEASIBLE TO COMBINE THE NOTICE AND CONSENT INTO ONE FORM. HANDOUT 7 IS A SAMPLE FORM WHICH COULD BE USED TO PROIVDE PRIOR NOTICE AND TO OBTAIN PARENTAL CONSENT.

PASS OUT HANDOUT 7 (H-10-13)

B. THE ROUTING SYSTEM

WHEN WE DISCUSSED THE REFERRAL PROCEDURE, I MENTIONED THAT THERE WERE SEVERAL CRITICAL DECISIONS TO BE MADE. IN REGARD TO THE SECOND COMPONENT, THE ROUTING SYSTEM, THERE ARE ALSO CRITICAL POINTS WHICH MUST BE DETERMINED.

TO WHOM WILL THE REFERRAL BE SENT?

FOR PURPOSES OF EFFICIENCY IT IS RECOMMENDED THAT ONE PERSON FROM THE REFERRAL COMMITTEE BE APPOINTED TO RECEIVE ALL WRITTEN REFERRALS. THE PRINCIPAL OR A DESIGNEE MAY BE THAT PERSON.

IT IS RECOMMENDED THAT ALL REFERRALS BE ROUTED THROUGH THE PRINCIPAL FOR HIS/HER SIGNATURE. THE PRINCIPAL MAY HAVE ADDITIONAL INFORMATION ON THE STUDENT AND/OR THE FAMILY WHICH IS PERTINENT TO THE CONCERN. MOREOVER, THE PRINCIPAL IS RESPONSIBLE FOR EVERY STUDENT IN THE SCHOOL BUILDING SO IT IS IMPORTANT THAT HE/SHE BE AWARE THAT A REFERRAL HAS BEEN MADE.

WHAT KIND OF RECORD SYSTEM IS NEEDED?

AT A MINIMUM, DOCUMENTATION SHOULD BE KEPT OF THE FOLLOWING:

--THE DATE THE REFERRAL WAS RECEIVED

--THE ACTION TAKEN AS A RESULT OF THE REFERRAL

--THAT WRITTEN PRIOR NOTICE HAS BEEN SENT
--THAT CONSENT FOR EVALUATION HAS BEEN OBTAINED
--FOLLOW UP PROVIDED

C. THE FOLLOW UP

WHO WILL FOLLOW UP THE REFERRAL?

THE FINAL DECISION WHICH NEEDS TO BE MADE REGARDS SELECTION OF SOMEONE TO FOLLOW UP THE REFERRAL TO SEE THAT ALL NEEDED SERVICES HAVE BEEN DELIVERED INCLUDING SUPPORT ASSISTANCE FOR THE REGULAR PROGRAM.

IDEALLY, THE SAME PERSON RESPONSIBLE FOR OBTAINING MISSING INFORMATION AND CLARIFYING CONCERNS STATED IN THE REFERRAL SHOULD HAVE RESPONSIBILITY FOR FOLLOW UP. THE REFERRAL SYSTEM SEEMS TO WORK MORE EFFICIENTLY IF ONE PERSON HAS RESPONSIBILITY TO PROCESS THE REFERRAL FROM THE POINT OF INTAKE TO FOLLOW UP.

THE PERSON RESPONSIBLE FOR FOLLOW UP SHOULD BEAR IN MIND THE NEED FOR REFERRALS TO BE PROCESSED AS RAPIDLY AS POSSIBLE. ALTHOUGH THE TIME ELAPSING FROM REFERRAL TO EVALUATION VARIES ACCORDING TO THE VOLUME OF REFERRALS AWAITING SERVICE, THE SEVERITY OF THE PROBLEM, AND THE AVAILABILITY OF SPECIAL SERVICES PERSONNEL, IT IS RECOMMENDED THAT NO MORE THAN 20 DAYS ELAPSE BETWEEN REFERRAL AND INITIATION OF EVALUATION SERVICES.

HERE IS A DIAGRAM WHICH SUMMARIZES THE REFERRAL PROCESS. LET'S REVIEW IT A MINUTE AND DISCUSS ANY QUESTIONS YOU MIGHT HAVE.

SHOW TRANSPARENCY 4 (T-4)

PASS OUT HANDOUT 8 (H-14)

DISCUSS EACH STEP AND CLARIFY AS NEEDED. RESPOND TO PARTICIPANTS QUESTIONS.

NOW THAT YOU ARE AWARE OF THE COMPONENTS OF A REFERRAL PROCESS, I WOULD LIKE YOU TO TAKE A LOOK AT THE REFERRAL PROCESS CURRENTLY IN OPERATION IN YOUR DISTRICT. HOPEFULLY THIS ASSESSMENT OF YOUR DISTRICT'S REFERRAL PROCESS WILL PROVIDE SOME INFORMATION AS TO ANY CHANGES WHICH WOULD BE NEEDED TO MAKE YOUR PROCESS MORE EFFECTIVE.

I WILL PROVIDE YOU WITH TWO CHECKLISTS, ONE TO ASSESS YOUR REFERRAL PROCEDURE AND ONE TO ASSESS YOUR REFERRAL FORM. PLEASE PAIR UP WITH ANOTHER PERSON FROM YOUR DISTRICT AND COMPLETE EACH OF THE CHECKLISTS. IF THERE IS NO ONE ELSE AVAILABLE FROM YOUR DISTRICT, PLEASE COMPLETE THE FORM BY YOURSELF. YOU HAVE 15 MINUTES TO COMPLETE THE TASK.

PASS OUT HANDOUTS 9 & 10 (H-15-18)

PRELIMINARY STEPS:
REFERRAL

AFTER 15 MINUTES CALL ON ONE PERSON FROM EACH DISTRICT TO RESPOND TO THESE ITEMS:

WHAT I LEARNED ABOUT MY DISTRICT'S PROCEDURE IS__________
____.

WHAT NEEDS TO BE CHANGED ABOUT OUR REFERRAL PROCESS IS________
____.

ONE GOOD THING ABOUT OUR REFERRAL PROCESS IS__________________.
____.

USAGE SUMMARY

Purpose:	To familiarize participants with the rationale, roles and functions of multidisciplinary assessment teams.
Objectives:	Upon completion of this component participants will: --review referrals on two students --determine areas of needed assessment --determine personnel within their district who could conduct the assessment
Materials:	--handouts 1-4 --transparencies 1-2
Presentation Format:	Large group presentation Individual or district teams
Time:	Approximately 35 minutes

MULTIDISICPLINARY ASSESSMENT

PRESENTATION OUTLINE

I. Definition of multidisciplinary assessment team

II. Rationale for multidisciplinary assessment team

III. Areas of comprehensive assessment

IV. Personnel to perform assessment

Decision factors

1. state regulations
2. areas of assessment
3. severity of the problem

V. Assessment timelines

SCRIPT TEXT

DURING THIS TRAINING SESSION, WE WILL BE COVERING THE COMPONENT MULTIDISCIPLINARY ASSESSMENT. YOU SHOULD BECOME FAMILIAR WITH THE RATIONALE FOR MULTIDISCIPLINARY TEAMS, AS WELL AS THE ROLES AND FUNCTIONS OF SUCH TEAMS.

UPON COMPLETION OF THIS COMPONENT, YOU WILL:

- --REVIEW REFERRALS ON TWO STUDENTS
- --DETERMINE AREAS OF NEEDED ASSESSMENT
- --DETERMINE PERSONNEL WITHIN YOUR DISTRICT WHO COULD CONDUCT THE ASSESSMENT.

IN THE MODULE ON REFERRAL WE SAW THAT ONCE CONCERNS EXPRESSED BY THE REFERRAL AGENT WERE VERIFIED, THE REFERRAL COMMITTEE COULD TAKE THREE ACTIONS. ONE OF THOSE ACTIONS WOULD BE TO REFER THE STUDENT FOR ASSESSMENT. AT THIS POINT, A GROUP WOULD BE CONVENED TO CONDUCT THE ASSESSMENT. THIS GROUP IS CALLED A MULTIDISCIPLINARY TEAM. THE MULTIDISCIPLINARY TEAM IS A GROUP OF PROFESSIONALS WHO ARE TRAINED IN DIFFERENT AREAS AND WHO USUALLY ASSESS THE STUDENT FROM THESE VARIOUS PERSPECTIVES.

ALTHOUGH STATE AND FEDERAL REGULATIONS MANDATE THE USE OF MULTIDISCIPLINARY TEAMS IN ASSESSMENT THERE ARE SEVERAL OTHER REASONS WHY THE USE OF A TEAM APPROACH IS ADVANTAGEOUS:

1) IT PROVIDES FOR ASSESSMENT OF THE WHOLE CHILD. THE STUDENT'S STRENGTHS AND WEAKNESSES ARE ASSESSED FROM VARIOUS PERSPECTIVES. SINCE SIGNIFICANT ASPECTS OF THE STUDENT'S FUNCTIONING MAY NOT BE EVALUATED BY ONE

DISCIPLINE THEY CAN BE EXAMINED BY ANOTHER DISCIPLINE.

2) IT PROVIDES FOR MORE ACCURACY IN DIAGNOSIS. WHEN SPECIALISTS WORK IN A SETTING WHERE INFORMATION IS SHARED, ANY ONE INDIVIDUAL'S INTERPRETATION OF AN OBSERVATION MAY BE MODIFIED BY THE INFORMATION AVAILABLE FROM ANOTHER SPECIALIST, THUS YIELDING A MORE ACCURATE ASSESSMENT (RENNE AND MOORE, 1977).

3) IT FACILITATES EDUCATIONAL PLANNING. THE PURPOSE OF ASSESSMENT IS NOT SIMPLY DIAGNOSIS, IT IS ALSO DONE TO DETERMINE THE SPECIFIC EDUCATIONAL AND PROGRAM NEEDS OF THE STUDENT. THUS, THE USE OF THE MULTIDISCIPLINARY TEAM IS ESSENTIAL, AS DECISIONS REGARDING THE NEED FOR SERVICES SUCH AS SPEECH THERAPY, COUNSELING, OR PHYSICAL THERAPY CANNOT ALWAYS BE MADE ACCURATELY WHEN THE STUDENT IS ASSESSED BY ONLY ONE PERSON.

UP TO THIS POINT I HAVE TALKED ABOUT THE DEFINITION OF A MULTIDISCIPLINARY TEAM AND WHY IT MUST BE USED IN ASSESSMENT. WHAT I WOULD LIKE TO NOW PRESENT ARE THE AREAS OF ASSESSMENT WHICH MUST BE ADDRESSED AND THE PERSONNEL WHO COMPRISE A MULTIDISCIPLINARY TEAM.

FOR INFORMATION ABOUT THE AREAS OF MULTIDISCIPLINARY ASSESSMENT WE NEED TO REFER TO FEDERAL REGULATIONS. THE REGULATIONS STATE THAT THE CHILD BE ASSESSED IN ALL AREAS RELATED TO THE SUSPECTED DISABILITY INCLUDING, WHERE APPROPRIATE:

PRELIMINARY STEPS:

MULTIDISCIPLINARY ASSESSMENT

SHOW TRANSPARENCY 1 (T-1)

- HEALTH
- VISION
- HEARING
- SOCIAL AND EMOTIONAL STATUS
- GENERAL INTELLIGENCE
- ACADEMIC PERFORMANCE
- COMMUNICATIVE STATUS
- MOTOR ABILITIES.

LET'S EXAMINE THIS REQUIREMENT A BIT FURTHER. HOW MANY OF YOU THINK THAT THIS REQUIREMENT MEANS THAT YOU HAVE TO GIVE STANDARDIZED TESTS IN ALL OF THOSE AREAS?

WAIT FOR PARTICIPANT RESPONSE.

ALTHOUGH THE REGULATIONS STATE THAT THE CHILD MUST BE ASSESSED IN THOSE AREAS, THE MANDATE IS NOT INTERPRETED TO MEAN STANDARDIZED TESTS. THE TEAM MUST GATHER INFORMATION IN THOSE AREAS. HOWEVER, THIS CAN BE DONE THROUGH DIRECT OBSERVATION, INFORMAL ASSESSMENT, AND INTERVIEW. ADDITIONAL INFORMATION CAN BE OBTAINED THROUGH A REVIEW OF THE STUDENT'S RECORDS. IT IS RECOMMENDED THAT AS MUCH INFORMATION AS POSSIBLE BE GATHERED THROUGH REVIEW OF STUDENT RECORDS, OBSERVATION AND OTHER MEANS OF INFORMAL ASSESSMENT. THIS AVOIDS THE LOSS OF CRITICAL DIAGNOSTIC TIME.

LET'S TURN NOW TO A DISCUSSION OF PERSONNEL TO COMPRISE A MULTIDISCIPLINARY ASSESSMENT TEAM. I HAVE PREVIOUSLY MENTIONED THAT THE TEAM WOULD BE SELECTED ONCE A WRITTEN REFERRAL HAD BEEN RECEIVED AND PARENTAL CONSENT HAD BEEN OBTAINED.

IN SELECTING MEMBERSHIP FOR THE TEAM THERE ARE SEVERAL CRITICAL POINTS TO BE ADDRESSED.

1) STATE AND FEDERAL REQUIREMENTS FOR TEAM MEMBERSHIP
2) AREAS TO BE ASSESSED
3) SEVERITY OF THE PROBLEM

STATE BOARD REGULATIONS SPECIFICALLY REQUIRE THAT:

SHOW TRANSPARENCY 2 (T-2)

READ ALOUD.

WHAT THIS MEANS ESSENTIALLY IS THAT:

--EACH MEMBER OF THE MULTIDISCIPLINARY TEAM MUST BE A FULLY QUALIFIED PROFESSIONAL IN HIS OR HER RESPECTIVE AREA OF PROFESSIONAL EXPERTISE. ALL PROFESSIONALS MAKING UP THE MULTIDISCIPLINARY TEAM MUST HAVE RECEIVED BACKGROUND TRAINING LEADING TO A PROFESSIONAL CERTIFICATE AND/OR LICENSE APPROPRIATE TO THEIR RESPECTIVE LEVELS OF PROFESSIONAL PRACTICE.

PERSONNEL MUST BE CHOSEN TO GATHER ASSESSMENTS IN THE AREAS PREVIOUSLY DESIGNATED. THE COORDINATOR OF THE REFERRAL COMMITTEE SHOULD EXAMINE THE PROBLEM AREAS STATED IN THE

REFERRAL AND THEN ASSIGN NECESSARY PERSONNEL TO GATHER THE INFORMATION AND TO ASSESS THE STUDENT. IN OTHER WORDS, THE DECISION TO BE MADE INVOLVES WHAT IS TO BE DONE AND WHO IS AVAILABLE TO DO IT.

THIS HANDOUT INDICATES PERSONNEL WHO COULD COMPRISE A MULTIDISCIPLINARY TEAM AND THE AREA ABOUT WHICH THEY COULD PROVIDE INFORMATION. TAKE A MINUTE TO REVIEW IT.

PASS OUT HANDOUT 1 (H-1)

ARE THERE ANY QUESTIONS?

RESPOND TO PARTICIPANT QUESTIONS.

IF THE REQUIRED PERSONNEL ARE NOT AVAILABLE IMMEDIATELY IN THE DISTRICT, IT WOULD BE NECESSARY TO EITHER CONTRACT WITH OTHER AGENCIES (E.G., MENTAL HEALTH) OR TO OBTAIN THE SERVICES THROUGH AN ERC OR BOCES.

SIZE AND MEMBERSHIP OF THE TEAM VARY ACCORDING TO COMPLEXITY OF THE CHILD'S PROBLEMS EXCEPT FOR THE REQUIREMENT THAT THE TEAM BE COMPOSED OF AT LEAST ONE TEACHER OR OTHER PERSON WITH EXPERTISE IN THE AREA OF THE CHILD'S SUSPECTED DISABILITY. IN GENERAL, THE MORE SEVERE THE REFERRAL PROBLEM THE MORE DIVERSITY OF PERSONNEL WOULD BE NEEDED ON THE ASSESSMENT TEAM. FOR EXAMPLE, IF THE REFERRAL WAS LIMITED TO ACADEMIC PROBLEMS ONLY

MULTIDISCIPLINARY ASSESSMENT

THE TEAM MIGHT CONSIST OF A SCHOOL PSYCHOLOGIST, A COUNSELOR, AND A TEACHER WHO ARE ASKED TO ADDRESS REFERRAL PROBLEMS OF ACHIEVEMENT AND INTELLECTUAL FUNCTIONING AND SOCIAL ADJUSTMENT. YET, IF THE REFERRAL CONCERNED SERVICES FOR A PHYSICALLY HANDICAPPED CHILD ABOUT TO RETURN TO SCHOOL AFTER A BRIEF HOSPITALIZATION, A DIFFERENT TEAM COMPOSITION MIGHT BE REQUIRED. IN THIS INSTANCE, THE TEAM MIGHT BE THE SCHOOL NURSE, THE SOCIAL WORKER, A SPECIAL EDUCATION TEACHER, THE PRINCIPAL AND THE ADAPTIVE PHYSICAL EDUCATION TEACHER. REGARDLESS OF HOW MANY TEAM MEMBERS ARE INVOLVED IN THE ASSESSMENT OF THE CHILD, ONE PERSON SHOULD BE DESIGNATED AS CHAIRPERSON OR TEAM LEADER TO BE HELD RESPONSIBLE FOR COORDINATING ALL EVALUATION PROCEDURES AND INTERPRETATION RELATED TO EACH CHILD. THE TIME LINE FOR COMPLETION OF EVALUATION SHOULD BE NO LONGER THAN THREE OR FOUR WEEKS. THE CHAIRPERSON SHOULD INDICATE A TARGET DATE BY WHICH REPORTS ARE EXPECTED, AND TIME SHOULD BE SET ASIDE ON THE AGENDA OF THE CHILD STUDY COMMITTEE TO HEAR REPORTS AND RECOMMENDATIONS FROM THE MULTIDISCIPLINARY TEAM.

NOW THAT THE PRELIMINARY STEPS ON MULTIDISCIPLINARY ASSESSMENT HAVE BEEN COVERED, I WOULD LIKE FOR YOU INDIVIDUALLY, OR IN DISTRICT TEAMS, TO CONSIDER THE REFERRALS I WILL HAND OUT. THEN DETERMINE THE AREAS TO BE ASSESSED AND PERSONNEL IN YOUR DISTRICT WHO COULD SERVE ON A MULTIDISCIPLINARY ASSESSMENT TEAM FOR THESE CHILDREN. YOU HAVE 15 MINUTES TO COMPLETE THIS TASK.

PASS OUT HANDOUTS 2, 3, AND 4 (H-2-4)

GO OVER RESPONSES TO ACTIVITY

THIS ACTIVITY WAS DESIGNED TO FAMILIARIZE YOU WITH THE PROCESS REQUIRED FOR DETERMINING WHICH AREAS NEED TO BE ASSESSED FOR A GIVEN CHILD AND THEN MAKING THE SELECTION OF APPROPRIATE PERSONNEL TO CONDUCT THOSE ASSESSMENTS. ARE THERE ANY QUESTIONS?

RESPOND TO PARTICIPANTS' QUESTIONS

PRELIMINARY STEPS:

CHILD STUDY COMMITTEE

USAGE SUMMARY

Purpose: To familiarize participants with the membership, roles, functions and the operation of child study committees.

Objective: When participants have completed this module they will:

--list the child study committee members for one student and specify the tasks they are to perform.

Materials:

--transparencies 1- 9

--handouts 1-3

Aids: Overhead projector, transparency pen

Presentation Format: Large group presentation and small group activity

Time: Approximately one hour

PRESENTATION OUTLINE

I. Introduction to the Child Study Committee (CSC)

II. Duties of the CSC
  - A. Determining eligibility
  - B. Determining appropriate placement
  - C. Progress and placement review

III. Membership of the CSC - Decision Factors
  - A. Wyoming State Regulations
  - B. Child needs
  - C. Functional questions

IV. Roles of Committee Members
  - A. The Chairperson's role
  - B. Special Education teacher's role
  - C. Regular Classroom teacher's role
  - D. Support personnel roles
  - E. Parent's role

V. Models for operation of CSC
  - A. One CSC for entire district
  - B. One CSC per school in district
  - C. One CSC per grade

VI. How the CSC works together
  - A. Basic elements of team functioning
    - 1. Goal setting
    - 2. Agenda
    - 3. Information gathering

4. Record keeping
5. Facilitation

B. Activities of the CSC
   1. Designating person primarily responsible
   2. List of CSC activities
   3. Distribution of activities
   4. Evaluation of committee functioning

C. Guidelines for structuring CSC meetings

SCRIPT TEXT

IN THE LAST COMPONENT WE REVIEWED THE RATIONALE, ROLE AND FUNCTION OF THE MULTIDISCIPLINARY ASSESSMENT TEAM. AFTER THE MULTIDISCIPLINARY ASSESSMENT HAS BEEN COMPLETED, ANOTHER GROUP WILL BE CONVENED TO MAKE DECISIONS BASED UPON THE ASSESSMENT INFORMATION. SUCH A GROUP IS CALLED A CHILD STUDY COMMITTEE (CSC). DURING THIS COMPONENT YOU WILL BECOME FAMILIAR WITH THE OPERATION AND MEMBERSHIP OF A CHILD STUDY TEAM AND MEMBERS' ROLES AND FUNCTIONS. WHEN YOU COMPLETE THIS SESSION, YOU WILL HAVE USED A FICTIONAL STUDENT AND ASSIGNED THE CSC MEMBERS AND THE TASKS THEY ARE TO PERFORM.

THE CHILD STUDY COMMITTEE IS MANDATED BY THE "RULES AND REGULATIONS GOVERNING PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN IN WYOMING SCHOOL DISTRICTS" (SECTION 9) AS A MEANS OF PROVIDING AN ORDERLY PROGRESSION OF CHILDREN THROUGH REGULAR AND SPECIAL INSTRUCTIONAL PROGRAMS. THE RULES READ, "EACH SCHOOL DISTRICT MUST ESTABLISH AT LEAST ONE CHILD STUDY COMMITTEE (CSC) OR EQUIVALENT GROUP AND ADOPT REGULATIONS AND PROCEDURES TO FACILITATE THE THOUGHTFUL EVALUATION, PLACEMENT, PROGRESS REVIEW, AND REASSIGNMENT OF HANDICAPPED CHILDREN."

LET'S EXAMINE FOR A MOMENT, THE DUTIES OF THE CSC. GENERALLY, THE CSC PERFORMS AT LEAST THE FOLLOWING FUNCTIONS:

SHOW TRANSPARENCY 1 (T-1)

- DETERMINING ELIGIBILITY
- DETERMINING APPROPRIATE PLACEMENT
- REVIEWING THE PROGRESS AND PLACEMENT OF EACH SCHOOL-AGED HANDICAPPED STUDENT

EXPAND EACH POINT AS FOLLOWS

- DETERMINING ELIGIBILITY--THE CSC REVIEWS AVAILABLE DATA FROM THE MULTIDISCIPLINARY ASSESSMENT TEAM TO DETERMINE WHETHER A STUDENT MEETS ELIGIBILITY CRITERIA FOR PLACEMENT IN AN INSTRUCTIONAL PROGRAM FOR HANDICAPPED CHILDREN.
- DETERMINING APPROPRIATE PLACEMENT--THE CSC DESIGNATES THE PLACEMENT WHICH PROVIDES AN OPPORTUNITY FOR HANDICAPPED STUDENTS TO BE EDUCATED TO THE MAXIMUM EXTENT APPROPRIATE WITH STUDENTS OF SIMILAR AGE WHO ARE NOT HANDICAPPED.
- REVIEWING PROGRESS AND PLACEMENT--THE CSC REVIEWS, AT LEAST ANNUALLY, THE EDUCATIONAL PROGRESS OF EVERY SCHOOL AGE HANDICAPPED STUDENT IN THE DISTRICT TO DETERMINE THE STUDENT'S CONTINUATION IN THE PROGRAM. IT ALSO DETERMINES WHETHER THE PROGRAM SHOULD BE MODIFIED OR WHETHER A COMPREHENSIVE RE-EVALUATION IS NEEDED WITH SUBSEQUENT PLACEMENT IN A NEW INSTRUCTIONAL SETTING.

WYOMING REGULATIONS RECOMMEND THAT THE CORE CSC MEMBERS REPRESENT THE AREAS OF EXCEPTIONALITY, REGULAR EDUCATION, PUPIL ASSESSMENT, HEALTH, ADMINISTRATION, AND THE PARENTS OF ANY CHILD ABOUT WHOM THE COMMITTEE DELIBERATES. THE PARTICIPATION OF

OTHER SPECIFIC INDIVIDUALS CAPABLE OF MAKING IMPORTANT CONTRIBUTIONS TO THE DELIBERATIONS OF THE COMMITTEE IS ENCOURAGED.

THE CHILD STUDY COMMITTEE SHOULD NOT BE VIEWED AS STATIC IN TERMS OF MEMBERSHIP OR OPERATING PROCEDURES. CHARGED WITH THE RESPONSIBILITY TO DETERMINE THE NEED FOR SPECIAL EDUCATIONAL SERVICES AND TO DEVELOP EDUCATIONAL ALTERNATIVES TO MEET THOSE NEEDS, THE COMMITTEE'S MEMBERSHIP MUST ADJUST TO ALLOW FOR GATHERING THE BEST INFORMATION AVAILABLE ON A GIVEN STUDENT FROM AS MANY SOURCES AS MAY SEEM NECESSARY FOR THE PARTICULAR HANDICAPPING CONDITION UNDER QUESTION. COMPOSITION OF A CHILD STUDY COMMITTEE AT ANY GIVEN TIME WILL BE IN RESPONSE TO THE FOLLOWING QUESTIONS:

SHOW TRANSPARENCY 2 (T-2)

1. WHAT DECISIONS NEED TO BE MADE?
2. WHAT INFORMATION NEEDS TO BE AVAILABLE FOR THOSE DECISIONS?
3. WHO CAN PROVIDE THE INFORMATION?
4. WHO NEEDS TO BE INVOLVED IN THE DECISIONS?

LET'S REVIEW EACH POINT.

DISCUSS EACH POINT AS FOLLOWS;

1. DECISIONS THAT NEED TO BE MADE.

   SOME EXAMPLES OF THE KINDS OF DECISIONS THAT NEED TO BE MADE INCLUDE:

IS THE STUDENT ELIGIBLE FOR PLACEMENT IN THE HANDICAPPED PROGRAM?
WHAT INSTRUCTIONAL ALTERNATIVES ARE REQUIRED TO MEET THE STUDENT'S NEEDS?
WHAT ADDITIONAL INFORMATION IS NEEDED?

2. WHAT INFORMATION IS NEEDED TO MAKE THOSE DECISIONS?
    IS HEALTH AND OTHER MEDICAL INFORMATION PRESENT?
    HAS THERE BEEN AN EVALUATION OF ACADEMIC, COMMUNICATION, MOTOR AND SOCIO-EMOTIONAL BEHAVIOR?
    IS THERE INFORMATION IN LANGUAGE DOMINANCE?
3. WHO CAN PROVIDE THE INFORMATION?
    THE INFORMATION CAN BE PROVIDED BY PARENTS, ASSESSMENT PERSONNEL, AND OTHER AGENCIES, OR PROFESSIONALS WHO HAVE PREVIOUSLY WORKED WITH THE STUDENTS AND THEIR PARENTS.
4. WHO NEEDS TO BE INVOLVED?
    TYPICALLY, THOSE INVOLVED IN PROVIDING NECESSARY INFORMATION AND/OR WHO MIGHT BE INVOLVED IN THE DECISION MAKING INCLUDE:

SHOW TRANSPARENCY 3 (T-3)

READ EACH ITEM.

PLEASE BE AWARE THAT FOR A PARTICULAR STUDENT IT IS NOT NECESSARY TO HAVE ALL OF THESE MEMBERS. THOSE INDIVIDUALS

WHO ARE APPOINTED TO POSITIONS ON THE COMMITTEE SHOULD BE THOSE WHO CAN PROVIDE THE NECESSARY INFORMATION TO EXPEDITE THE DECISIONS WHICH MUST BE MADE.

IN MAKING A DECISION AS TO WHO SHOULD BE ON THE COMMITTEE IT IS SOMETIMES HELPFUL TO EXAMINE THE ROLES TO BE PERFORMED AND THEN TO DECIDE WHO BEST CAN FULFILL THAT ROLE.

LET'S TAKE A LOOK AT THE VARIOUS ROLES OF THE CSC MEMBERS.

SHOW TRANSPARENCY 4 (T-4)

READ EACH POINT.

WHO ARE SOME OF THE PEOPLE IN THE DISTRICT WHO COULD PERFORM THE CHAIRPERSON'S ROLE?

WRITE PARTICIPANT RESPONSES ON TRANSPARENCY. PROMPT FOR RESPONSES IF NEEDED.

SHOW TRANSPARENCIES 5, 6 & 7 (T-5, 6 & 7)

ASK PARTICIPANTS WHICH PERSONNEL COULD PERFORM THAT ROLE. WRITE RESPONSES ON TRANSPARENCY.

ONE VERY IMPORTANT ROLE REMAINS TO BE FILLED. THAT IS THE ROLE OF THE PARENT. THE ROLE OF THE PARENT, GUARDIAN OR SURROGATE PARENT IS TO:

SHOW TRANSPARENCY 8 (T-8)

READ EACH POINT.

AFTER TRANSPARENCY 8 PAUSE FOR PARTICIPANTS' QUESTIONS

NOW THAT WE HAVE EXAMINED THE DECISIONS TO BE MADE IN CONVENING A CSC AND THE ROLES TO BE PERFORMED, IT IS TIME TO TAKE A LOOK AT VARIOUS MODELS FOR OPERATION OF THE COMMITTEE.

ALTHOUGH MANY OPTIONS EXIST FOR THE OPERATION OF CHILD STUDY COMMITTEES, IT APPEARS THAT THE FOLLOWING MODELS ARE COMMON AND EXIST TO INSURE MULTIDISCIPLINARY EFFORTS THROUGHOUT REFERRAL, ASSESSMENT, INDIVIDUALIZED EDUCATIONAL PLAN (IEP) DEVELOPMENT, PLACEMENT, AND REVIEW.

1) ONE CHILD STUDY COMMITTEE ESTABLISHED FOR ENTIRE DISTRICT.
2) ONE CHILD STUDY COMMITTEE ESTABLISHED PER SCHOOL IN DISTRICT.
3) ONE CHILD STUDY COMMITTEE ESTABLISHED PER GRADE.

WITHIN THE CHILD STUDY COMMITTEE MODELS, A DISTRICT SHOULD DETERMINE AT WHAT POINT THE COMMITTEE BECOMES INVOLVED IN THE IEP PROCESS. THE CSC, BY THE STATE DEPARTMENT OF EDUCATION REGULATIONS, AND THE IEP COMMITTEE, BY FEDERAL REGULATIONS, MAY BE ONE AND THE SAME. WHEN THE CSC FUNCTIONS AS AN IEP COMMITTEE, CERTAIN MEMBERS ARE REQUIRED.

ADDITIONAL MEMBERS REQUIRED FOR THE IEP COMMITTEE INCLUDE A) THE CHILD'S TEACHER, B) ONE OR BOTH OF THE CHILD'S PARENTS,

C) OTHER INDIVIDUALS AT THE DISCRETION OF THE PARENT OR AGENCY. FOR A HANDICAPPED CHILD WHO HAS BEEN EVALUATED FOR THE FIRST TIME, EITHER A MEMBER OF THE EVALUATION TEAM OR SOME OTHER PERSON WHO IS KNOWLEDGEABLE ABOUT THE EVALUATION PROCEDURES USED AND IS FAMILIAR WITH THE RESULTS OF THE EVALUATION IS REQUIRED.

AFTER A STUDENT HAS BEEN DETERMINED ELIGIBLE FOR SPECIAL SERVICES AND A DETERMINATION HAS BEEN MADE REGARDING THE SERVICES NEEDED, THE IEP IS TO BE DEVELOPED. THE IEP COMMITTEE IS RESPONSIBLE FOR DEVELOPING THE EDUCATIONAL PLAN WHICH INCLUDES LONG AND SHORT-TERM GOALS, SERVICES REQUIRED, INCLUDING THE PROJECTED INITIATION AND DURATION OF THE SERVICES, AND CRITERIA FOR MEASURING WHETHER OBJECTIVES HAVE BEEN MET.

ALTHOUGH THE OPERATION OF THE COMMITTEE MAY VARY, MAXIMUM INVOLVEMENT WOULD ESTABLISH THE COMMITTEE AT THE INITIAL POINT OF CHILD REFERRAL AND CONTINUE THROUGH IEP REVIEW. MINIMUM INVOLVEMENT WOULD INVOLVE THE COMMITTEE AT THE POINT OF IEP DEVELOPMENT AND EDUCATIONAL PLACEMENT. MINIMUM INVOLVEMENT WOULD REQUIRE THE DISTRICT TO INSURE MULTIDISCIPLINARY EFFORTS AT OTHER CRITICAL POINTS IN THE IEP PROCESS (ASSESSMENT, ELIGIBILITY, AND IEP REVIEW).

ARE THERE ANY QUESTIONS ABOUT THE MATERIAL WHICH HAS BEEN PRESENTED SO FAR?

RESPOND TO PARTICIPANTS' QUESTIONS.

WE HAVE SPENT QUITE A BIT OF TIME LOOKING AT FORMATION OF THE CSC. ONE COMPONENT YET TO BE REVIEWED INVOLVES ORGANIZATIONAL CONSIDERATIONS; SPECIFICALLY, HOW THE COMMITTEE IS GOING TO WORK TOGETHER.

IF THE COMMITTEE IS GOING TO BE SUCCESSFUL IN CARRYING OUT ITS DESIGNATED FUNCTIONS, IT MUST WORK TOGETHER AS A TEAM. THERE ARE SEVERAL BASIC ELEMENTS OF TEAM FUNCTIONING:

SHOW TRANSPARENCY 9 (T-9)

READ EACH POINT. DISCUSS EACH POINT AS FOLLOWS:

GOAL SETTING:

THE TEAM SHOULD DEVELOP A SET OF MUTUALLY AGREED UPON, CLEARLY DEFINED WORKING GOALS. TEAMS CANNOT FUNCTION EFFECTIVELY WITHOUT GOALS.

AGENDA:

THE TEAM SHOULD DEVELOP PROCEDURES FOR SETTING AGENDAS. THE AGENDA SHOULD BE CLEARLY DEFINED AND DISCUSSED AT THE BEGINNING OF EVERY TEAM MEETING.

INFORMATION GATHERING:

SOME MEMBER(S) OF THE TEAM SHOULD BE APPOINTED TO GATHER STUDENT INFORMATION THAT IS NECESSARY FOR THE REFERRAL/ASSESSMENT PROCESS.

RECORD KEEPING:

THE TEAM SHOULD ESTABLISH RECORD KEEPING PROCEDURES. THE TEAM SHOULD APPOINT A RECORDER AT THE BEGINNING OF EVERY MEETING. RECORD KEEPING IS CRUCIAL TO EFFECTIVE DECISION MAKING; WITHOUT IT, DECISIONS MAY GET LOST OR DISTORTED. PLEASE NOTE THAT: STATE BOARD REGULATIONS SUGGEST THAT THE DELIBERATIONS OF MEETINGS BE MAINTAINED IN WRITING AND THAT WRITTEN SUMMARIES OF FINDINGS AND RECOMMENDATIONS FOR EACH CHILD BE SIGNED BY THE PARTICIPANTS AND FILED IN THE CHILD'S INDIVIDUAL FOLDER.

FACILITATION:

ONE MEMBER OF THE TEAM SHOULD ACT AS A FACILITATOR TO: 1) KEEP TEAM ON TASK; 2) ENCOURAGE PARTICIPATION OF ALL MEMBERS; 3) HELP TEAM REACH CONSENSUS; AND 4) SUMMARIZE THE PROCEEDINGS OF THE MEETING.

PASS OUT HANDOUT 1 (H-1-2)

SINCE THERE ARE MANY TASKS WHICH A CHILD STUDY COMMITTEE MUST PERFORM, IT IS HELPFUL IF COMMITTEE MEMBERS HAVE SOME UNDERSTANDING ABOUT WHAT IS TO BE DONE AND WHO IS TO DO IT. THIS HANDOUT LISTS SOME OF THE ACTIVITIES OF THE COMMITTEE. IT ALSO PROVIDES A SPACE TO INDICATE THE PERSONS PRIMARILY RESPONSIBLE FOR EACH ACTIVITY, THE AMOUNT OF TIME THEY ARE AVAILABLE AND THE NAMES OF THOSE WHO WILL ASSIST THEM.

IN ORDER TO MAKE THE BEST USE OF THE INFORMATION PRESENTED IN THE HANDOUT, CSC MEMBERS WILL NEED TO KEEP IN MIND THE FOLLOWING POINTS:

1. THE "PRIMARY PERSON RESPONSIBLE" COLUMN SHOULD CONTAIN ONLY ONE NAME. ALTHOUGH SEVERAL PEOPLE MAY BE INVOLVED WITH THE ACTIVITY, ONE PERSON SHOULD BE HELD ACCOUNTABLE FOR SEEING THAT IT IS ACCOMPLISHED.
2. IN MOST CASES, ALL OF THE ACTIVITIES NEED TO BE DONE BY SOMEONE. IN SMALLER DISTRICTS WHERE A LOT OF SUPPORT HELP IS NOT AVAILABLE, A CHILD STUDY TEAM WITHIN A SCHOOL MAY HAVE TO LOOK TO ITSELF AS ITS OWN BEST RESOURCE.
3. ANY ACTIVITIES NOT ON THE LIST THAT THE CHILD STUDY TEAM FEELS NEED TO BE ACCOMPLISHED SHOULD BE ADDED AND RESPONSIBILITY ASSIGNED.
4. CARE SHOULD BE TAKEN NOT TO BURDEN ONE PERSON WITH TOO MANY RESPONSIBILITIES. WHEN ASSIGNMENTS ARE COMPLETE, REVIEW THE LIST OF RESPONSIBILITIES FOR EACH PERSON AND TRY TO ACHIEVE AS MUCH BALANCE AS POSSIBLE.
5. THE AMOUNT OF PROFESSIONAL TIME PERSONS HAVE AVAILABLE TO PERFORM THE ACTIVITIES MUST BE CAREFULLY CONSIDERED. IF SOMEONE IS AVAILABLE ONLY ONE DAY A MONTH, THE KINDS OF ASSIGNMENTS GIVEN THAT PERSON SHOULD BE BASED ON THE MAXIMUM USE OF HIS SKILLS FOR THE PERIOD OF TIME AVAILABLE.

ONCE THE ASSIGNMENT OF BASIC RESPONSIBILITIES HAS BEEN MADE, IT IS SUGGESTED THAT THE COMMITTEE EVALUATE ITSELF. SPECIFIC OBJECTIVES FOR THE TEAM DURING THE YEAR SHOULD BE AGREED UPON AND SOME CRITERIA FOR MEASURING THOSE OBJECTIVES

SHOULD BE ARTICULATED. A TIMELINE FOR REVIEW AT LEAST ONCE EVERY THREE MONTHS SHOULD BE ESTABLISHED. AT THESE REVIEW SESSIONS IT IS A GOOD IDEA FOR THE CHILD STUDY COMMITTEE TO EVALUATE WHETHER OR NOT IT IS MEETING ITS OBJECTIVES. IF NOT, THE FUNCTIONING OF THE TEAM SHOULD BE REVIEWED, PROBLEM AREAS IDENTIFIED, GOALS STATED THAT WILL OVERCOME THE PROBLEM AREAS, AND STRATEGIES ARTICULATED TO REACH THOSE GOALS.

IN MOST CASES, LITTLE TIME WILL BE AVAILABLE TO ACCOMPLISH EVERYTHING THAT MUST BE DONE. THE MORE ORGANIZATIONAL STRUCTURE THAT CAN BE ESTABLISHED AND ADHERED TO BY AGREEMENT OF THE PARTICIPANTS, THE BETTER THE CHANCES ARE FOR REACHING THE TEAM'S OBJECTIVES.

HERE ARE A FEW SUGGESTIONS TO USE AS A GUIDE IN STRUCTURING THE COMMITTEE MEETINGS.

PASS OUT HANDOUT 2 (H-3-4)

ARE THERE ANU QUESTIONS ABOUT THE HANDOUT?

RESPOND TO PARTICIPANT QUESTIONS.

PASS OUT HANDOUT 3 (H-5-8)

WHAT I WOULD LIKE FOR YOU TO DO NOW IS TO ORGANIZE INTO DISTRICT TEAMS. IF THERE IS NO ONE ELSE HERE FROM YOUR DISTRICT, JOIN ANY GROUP. CONSIDER THIS CASE STUDY. COMPLETE HANDOUT 1 WITH THE NAME OF PERSONNEL WITHIN YOUR DISTRICT WHO WOULD

PRELIMINARY STEPS:

CSC

PERFORM THE VARIOUS TASKS ASSIGNED. YOU HAVE 15 MINUTES TO COMPLETE THIS TASK.

AFTER 15 MINUTES ASK ONE PERSON FROM EACH GROUP TO SHARE THE LIST OF PERSONNEL TO COMPRISE THE CHILD STUDY TEAM AND THE FUNCTIONS EACH IS TO PERFORM.

USAGE SUMMARY

Purpose: To familiarize participants with the requirements of the least restrictive environment (LRE) and to familiarize them with one model for implementing LRE.

Objectives: Once participants have completed this training they will be able to:

--apply a model to decide which of several placement options provides the LRE for a particular student.

--orally state what this model taught them about the LRE concept.

Materials:

--handouts 1-7

--transparencies 1-11

Aids: Overhead projector, grease pen

Presentation Format: Large group presentation

Time: Approximately one hour

PRESENTATION OUTLINE

I. Introduction to LRE concept

II. LRE vs. mainstreaming

III. Continuum of Placements

IV. LRE is based on unique needs of students
    A. Variables which make environments restrictive
    B. Functional Definition of LRE
    C. The IEP as a determinant of LRE
    D. Summary of LRE components

V. Local district factors in designing placement options

VI. The National Learning Resource Center Decisions Model
    A. Introduction to the model
    B. Overview of the decision system
    C. Introduction to decision summary checklist

VII. Application of Decision Model

SPECIAL NOTES TO TRAINER

Prior to conducting training on this module:

1) review the script to determine additional points that might need to be made to respond to participant questions
2) thoroughly review the enclosed booket, Placing Handicapped Students in the Least Restrictive Environment: A Model for Decision Makers.
3) you may wish to prepare a case study which might be more appropriate to Wyoming or plan to use an alternate case study from the booklet.

SCRIPT TEXT

ONCE A STUDENT HAS BEEN DETERMINED ELIGIBLE FOR SPECIAL EDUCATION SERVICES AND AN IEP HAS BEEN DEVELOPED, THE NEXT STEP INVOLVES THE PLACEMENT OF THE STUDENT IN A SPECIAL INSTRUCTIONAL PROGRAM. STATE REGULATIONS AS WELL AS FEDERAL LAW REQUIRE THAT THIS PLACEMENT, TO THE MAXIMUM EXTENT APPROPRIATE, BE WITH STUDENTS WHO ARE NOT HANDICAPPED. FURTHERMORE, REMOVAL OF HANDICAPPED STUDENTS FROM THE REGULAR EDUCATIONAL ENVIRONMENT CAN BE JUSTIFIED ONLY IF THE NATURE OR SEVERITY OF THEIR HANDICAPS IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY.

THIS STATE AND FEDERAL MANDATE IS CALLED THE MANDATE FOR THE LEAST RESTRICTIVE ENVIRONMENT. THE PURPOSE OF THIS TRAINING SESSION WILL BE TO FAMILIARIZE YOU WITH THE REQUIREMENTS OF THE LEAST RESTRICTIVE ENVIRONMENT AND TO ACQUAINT YOU WITH A MODEL FOR IMPLEMENTING THE LRE. AT THE END OF THE SESSION, YOU SHOULD BE ABLE TO:

-APPLY A MODEL TO DECIDE WHICH OF SEVERAL PLACEMENT OPTIONS PROVIDES THE LRE FOR A PARTICULAR STUDENT, AND

-STATE WHAT THIS MODEL TAUGHT YOU ABOUT THE LRE CONCEPT.

SHOW TRANSPARENCY 1 (T-1)

READ EACH POINT ALOUD.

PRELIMINARY STEPS:

PLACEMENT OPTIONS

MANY EDUCATORS EQUATE THE LEAST RESTRICTIVE ENVIRONMENT CONCEPT WITH A WHOLESALE RETURN OF ALL HANDICAPPED STUDENTS TO REGULAR CLASSES. THAT IS NOT TRUE. THE LAW DOES NOT REQUIRE ALL HANDICAPPED STUDENTS TO BE PLACED IN REGULAR CLASSES BUT IT DOES REQUIRE THE SCHOOLS TO JUSTIFY PLACEMENT DECISIONS IN WHICH A HANDICAPPED STUDENT IS SERVED OUTSIDE THE REGULAR CLASSROOM. ALL PLACEMENTS MUST, THEREFORE, BE APPROPRIATE TO THE CHILD'S UNIQUE NEEDS AND MUST LIKEWISE PROVIDE THE LEAST RESTRICTIVE EDUCATIONAL ENVIRONMENT APPROPRIATE.

THE NEXT THREE TRANSPARENCIES ILLUSTRATE THOSE POINTS:

SHOW TRANSPARENCIES 2, 3 & 4 (T-2, 3, & 4)

READ EACH POINT ALOUD.

IN ADDITION TO THE REQUIREMENT TO EDUCATE STUDENTS WITH NON-HANDICAPPED PEERS, THERE IS A REQUIREMENT FOR DISTRICTS TO PROVIDE A CONTINUUM OF EDUCATIONAL PLACEMENTS TO MEET THE NEEDS OF HANDICAPPED CHILDREN REQUIRING SPECIAL EDUCATION AND RELATED SERVICES.

WYOMING REGULATIONS SPECIFY THE FOLLOWING CONTINUUM OF PLACEMENTS.

SHOW TRANSPARENCY 5 (T-5)

READ EACH POINT ALOUD.

PLACEMENT OPTIONS

IT IS TEMPTING TO ASSUME THAT ALL PLACEMENTS CLOSER TO THE REGULAR CLASS PROGRAM ARE LESS RESTRICTIVE AND THAT THOSE FARTHEST AWAY ARE THE MOST RESTRICTIVE. YET, UNLESS THE PLACEMENT CAN MEET THE UNIQUE NEEDS OF A PARTICULAR STUDENT, THAT PLACEMENT WOULD BE CONSIDERED RESTRICTIVE FOR HIM/HER.

THE DEGREE OF CLOSENESS TO A REGULAR CLASSROOM OR THE "MAINSTREAM" CANNOT BE CONSIDERED THE SOLE CRITERION OF EITHER A LEAST RESTRICTIVE OR AN APPROPRIATE PLACEMENT. FURTHERMORE, VARIABLES SUCH AS TEACHER EXPECTATION, INAPPPROPRIATE EDUCATIONAL PROGRAMMING, LIMITED OPPORTUNITY TO ENGAGE IN NORMAL LIVING ACTIVITIES, LIMITED ACCESS TO BARRIER FREE ENVIRONMENTS WHEN PRESENT SINGLY OR IN COMBINATION, CAN MAKE AN ENVIRONMENT RESTRICTIVE FOR A PARTICULAR STUDENT.

WHAT I WOULD LIKE TO OFFER NOW IS A FUNCTIONAL DEFINITION OF LRE WHICH WILL HELP US PUT INTO PERSPECTIVE JUST WHAT IS MEANT BY THE LRE CONCEPT.

SHOW TRANSPARENCY 6 (T-6)

THE CRITICAL CONCEPTS HERE ARE THAT THE PLACEMENT MUST BE BASED ON THE NEEDS OF THE STUDENT AND AT THE SAME TIME PROVIDE ACCESS TO NON-HANDICAPPED PEERS. THE NEEDS OF THE STUDENT ARE SPECIFIED IN THE IEP. THEREFORE, THE IEP BECOMES THE MANAGEMENT TOOL BY WHICH THE MAXIM OF LRE IS MET. PLACEMENT DECISIONS MUST BE BASED ON THE STUDENT'S IEP IN CONSIDERATION OF GOALS AND OBJECTIVES THAT ARE APPROPRIATE FOR THE STUDENT, TO BE DETERMINED AT LEAST ON AN ANNUAL BASIS.

UNLESS THE IEP REQUIRES A DIFFERENT ARRANGEMENT, HANDICAPPED STUDENTS SHOULD BE EDUCATED IN THE SAME SCHOOL THEY WOULD ATTEND IF THEY WERE NOT HANDICAPPED. HANDICAPPED CHILDREN SHOULD PARTICIPATE WITH NON-HANDICAPPED CHILDREN IN NON-ACADEMIC AND EXTRACURRICULAR SERVICES TO THE MAXIMUM EXTENT APPROPRIATE CONSIDERING THE NEEDS OF THE CHILD. THE COMMITTEE WHICH DEVELOPS THE IEP FOR EACH HANDICAPPED STUDENT MIGHT ALSO SPECIFY THE NON-ACADEMIC AND EXTRACURRICULAR SERVICES AND ACTIVITIES WHICH SHOULD BE MADE AVAILABLE TO THE STUDENT. IF SPECIAL SKILLS NEED TO BE TAUGHT TO THE HANDICAPPED STUDENT TO INSURE FULL AND SUCCESSFUL PARTICIPATION IN THESE SERVICES AND ACTIVITIES, THE SKILLS MAY BE TRANSLATED INTO OBJECTIVES AND INCLUDED AS A FORMAL PART OF THE IEP.

THIS TRANSPARENCY SUMMARIZES SOME OF THE CRITICAL POINTS WHICH HAVE JUST BEEN MADE.

SHOW TRANSPARENCY 7 (T-7)

SO FAR WE HAVE REVIEWED THE DEFINITION OF LRE AND ITS CRITICAL COMPONENTS. IT IS ALSO IMPORTANT FOR DISTRICTS TO DETERMINE WHETHER THEY CAN PROVIDE THE SERVICES WHICH WOULD BE NEEDED TO IMPLEMENT THE LRE MANDATE. THERE ARE A NUMBER OF FACTORS WHICH LOCAL DISTRICTS SHOULD CONSIDER WHEN DESIGNING SERVICES:

SHOW TRANSPARENCY 8 (T-8)

READ EACH POINT ALOUD.

MOREOVER, THE LOCAL SCHOOL DISTRICT MUST ENSURE THAT A CONTINUUM OF PLACEMENT OPTIONS BE AVAILABLE FOR ITS HANDICAPPED CHILDREN AND THAT AS IT DEVELOPS OPTIONS, MAJOR CONSIDERATION MUST BE PLACEMENT OF CHILDREN IN AS NORMAL AN ENVIRONMENT AS POSSIBLE, BASED ON SERVICE NEEDS, AND AS CLOSE TO THEIR NEIGHBORHOOD AS POSSIBLE. IN DEVELOPING THESE OPTIONS, THE DISTRICT MUST TAKE INTO ACCOUNT ITS OWN LOCAL SITUATION.

A DISTRICT MAY BE UNABLE TO PROVIDE ALL SERVICES BY ITSELF DUE TO LOW INCIDENCE OR OTHER FACTORS: IT MAY BE REQUIRED TO PROVIDE CONSOLIDATED SERVICES WITH OTHER DISTRICTS THROUGH THE AUSPICES OF A BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES) OR AN EDUCATIONAL RESOURCE CENTER (ERC), INTER-DISTRICT AGREEMENT, ETC.

ASK: WHAT ARE THE SERVICES PRESENTLY AVAILABLE TO YOUR DISTRICT?
WHAT SERVICES ARE PROVIDED THROUGH AN INTER-DISTRICT AGREEMENT?
ARE ANY SERVICES NEEDED THAT ARE NOT NOW BEING PROVIDED?
WHAT LOCAL FACTORS MUST BE CONSIDERED WHEN DEVELOPING THE DISTRICT PLACEMENT OPTIONS?

THE MATERIAL WHICH WAS JUST PRESENTED OFFERS A WAY FOR DISTRICTS TO ORGANIZE PLACEMENT OPTIONS. WHAT I WOULD LIKE TO PRESENT NOW IS A MODEL FOR DECIDING WHICH OF A NUMBER OF PLACEMENT OPTIONS PROVIDES THE LEAST RESTRICTIVE ENVIRONMENT FOR A PARTICULAR STUDENT. THIS MODEL WAS DEVELOPED BY THE NATIONAL LEARNING RESOURCE CENTER IN PENNSYLVANIA.

THE MODEL REQUIRES AN ASSESSMENT OF EACH PLACEMENT OPTION TO DETERMINE IF IT MEETS THE STUDENT'S LEARNING NEEDS AS STATED IN THE IEP. THIS IS FOLLOWED BY AN ASSESSMENT OF THAT OPTION TO DETERMINE THE AMOUNT OF ACCESS TO NON-HANDICAPPED STUDENTS. THE OPTION WHICH FULFILLS BOTH CRITERIA SHOULD BE THE RECOMMENDED PLACEMENT.

THIS HANDOUT PROVIDES AN OVERVIEW OF THE DECISION SYSTEM AND STEPS FOR ITS IMPLEMENTATION. PLEASE TAKE A MINUTE TO REVIEW IT.

PASS OUT HANDOUT 1 (H-1)

ALLOW A MINUTE FOR PARTICIPANTS TO REVIEW THE HANDOUT, THEN RESUME THE PRESENTATION.

WE HAVE ALREADY SEEN THAT THE IEP IS THE MANAGEMENT TOOL BY WHICH THE LRE PROVISION IS MET. SO THE FIRST STEP IN USING THE DECISION SYSTEM IS TO DEVELOP THE IEP AND TO LIST INSTRUCTIONAL NEEDS. THIS STEP IS REFERRED TO AS THE STUDENT ANALYSIS.

STEP TWO IS TO DO A PROGRAM ANALYSIS. THAT IS, TO ANALYZE EACH PLACEMENT OPTION TO DETERMINE THE KIND OF LEARNING ENVIRONMENT IT CAN PROVIDE AND THE AMOUNT OF ACCESS TO EDUCATION WITH NON-HANDICAPPED PEERS WHICH IT AFFORDS. IN ORDER TO DO THAT A WORKSHEET LIKE THIS ONE CAN BE USED TO COLLECT THE INFORMATION.

PASS OUT HANDOUT 2 (H-2)

STEP 3 IS AN APPLICATION OF THE MODEL. TAKE A LOOK AT THIS FLOW CHART WHICH SUMMARIZES THOSE STEPS.

SHOW TRANSPARENCY 9 (T-9)

GO OVER EACH POINT BRIEFLY.

THERE IS ONE ADDITIONAL MATERIAL NEEDED TO USE THE DECISION SYSTEM AND THAT IS THE DECISION SUMMARY CHECKLIST. HERE IS A COPY OF THE CHECKLIST AS WELL AS DIRECTIONS FOR ITS USE. PLEASE TAKE A MOMENT TO REVIEW THE DIRECTIONS FOR ITS USE.

PASS OUT HANDOUTS 3 AND 4 (H-3 & 4)

WHAT I WOULD LIKE TO SHOW YOU NOW IS HOW THE MODEL WOULD WORK FOR A PARTICULAR STUDENT. WE WILL BE USING THE DECISION SUMMARY CHECKLIST AND OTHER MATERIALS WHICH I WILL NOW DISTRIBUTE.

HERE IS A CASE STUDY ON A STUDENT CALLED NEERTHIE EDGE. PLEASE TAKE A MOMENT TO REVIEW IT.

PASS OUT HANDOUT 5 (H-5 & 6)

JUDGING FROM THE DATA, WHAT WOULD YOU LIST AS THIS STUDENT'S NEEDS?

WRITE THESE ON TRANSPARENCY 10 (T-10). THEN ASK PARTICIPANTS TO WRITE THEM ON HANDOUT 6 (H-7) WHICH YOU PROVIDE.

NOW THESE ARE THE PLACEMENT OPTIONS WHICH ARE BEING CONSIDERED FOR NEERTHIE. PLEASE TAKE A MOMENT TO REVIEW THEM.

PASS OUT HANDOUT 7 (H-8, 9, 10)

USING THE DECISION SUMMARY CHECKLIST, LET'S EVALUATE EACH OPTION TO DETERMINE ITS CAPABILITY TO PROVIDE THE LEAST RESTRICTIVE ALTERNATIVE.

SHOW TRANSPARENCY 11 (T-11)

FIRST WRITE OPTION ONE, WHICH IS A 6TH GRADE CLASS WITH RESOURCE ROOM PLACEMENT UNDER THE SECTION CALLED PLACEMENT OPTION. NEXT CHECK EACH ONE OF THE NEEDS WHICH CAN BE MET BY THIS OPTION. MAKE A MINUS IF THERE ARE SERVICES WHICH IT CANNOT PROVIDE AND INDICATE THE SERVICE.

NEXT, SPECIFY THE AMOUNT OF TIME NEERTHIE WILL SPEND WITH NON-HANDICAPPED STUDENTS IN BOTH ACADEMIC AND NON-ACADEMIC SETTINGS. FINALLY, INDICATE THE PROXIMITY OF THE PLACEMENT TO NEERTHIE'S HOME.

WORK THROUGH EACH PLACEMENT OPTION AS DIRECTED ABOVE, WRITING PARTICIPANT RESPONSES ON THE TRANSPARENCY.

PLACEMENT OPTIONS

GIVEN THE THREE OPTIONS, WHICH OF THEM PROVIDES THE LEAST RESTRICTIVE ALTERNATIVE FOR NEERTHIE? WRITE THE NAME OF THAT OPTION UNDER RECOMMENDED ASSIGNMENT.

ARE THERE ANY QUESTIONS?

RESPOND TO PARTICIPANTS' QUESTIONS.

AFTER RESPONSE TO QUESTIONS, ASK PARTICIPANTS TO STATE SOMETHING THEY LEARNED ABOUT THE LRE CONCEPT AS A RESULT OF APPLYING THE DECISION MODEL.

USAGE SUMMARY

Purpose: To inform participants of due process requirements.

Objective: Upon completion of this component participants will:

- Review and respond to various due process situations.

Materials:

- Handouts 1-3
- Transparencies 1- 19

Aids: Overhead projector, grease pen

Presentation Format: Large group presentation

Time: Approximately one hour

PRESENTATION OUTLINE

I. Introduction to Due Process

II. Due Process Safeguards

  A. Notification

    1. Circumstances requiring notice

    2. Content of notice

    3. Additional requirements

  B. Informed Consent

    1. Definition

    2. Circumstances requiring consent

  C. Surrogate Parents

    1. Circumstances requiring surrogate parents

  D. Confidentiality and Access to Records

    1. Overview of requirements

  E. Independent Educational Evaluation

  F. Opportunity for Impartial Due Process Hearing

    1. Reasons for initiation of due process hearings

    2. The hearing officer

    3. Hearing rights

    4. Appeal procedures

    5. Timelines

    6. Child's status during judicial proceedings

SPECIAL NOTE TO TRAINER

Prior to presenting this component, thoroughly review the regulations on P.L. 94-142 and the State Board Regulations Governing Programs and Services for Handicapped Children in Wyoming School Districts.

SCRIPT TEXT

BEFORE WE BEGIN THE SESSION, I AM GOING TO TELL YOU A STORY AND I WOULD LIKE YOU TO IMAGINE YOURSELF AS THE MAIN CHARACTER. I AM YOUR SIXTH GRADE TEACHER AND YOU HAVE BEEN IN MY CLASS FOR THE PAST TWO WEEKS. I KNOW VERY LITTLE ABOUT YOU EXCEPT THAT YOU HAVE ATTENDED SEVERAL SCHOOLS IN THE SOUTHERN STATES AND ARE NOW LIVING WITH YOUR AUNT AND UNCLE. YOU ARE 14 YEARS OLD, WHICH MAKES YOU THE OLDEST STUDENT IN CLASS. BECAUSE YOU COME FROM A WARM CLIMATE YOUR CLOTHES ARE NOT APPROPRIATE FOR THE WYOMING WEATHER. YOU ARE VERY QUIET AND SPEAK ONLY WHEN ASKED A QUESTION. YOU HAVE A DISTINCT SOUTHERN ACCENT WHICH, IN ADDITION TO A VERY QUIET VOICE, MAKES IT DIFFICULT TO UNDERSTAND YOU. YOU ARE SHY AND DON'T PARTICIPATE IN ANY NON-REQUIRED ACTIVITIES AND HAVE NO FRIENDS.

SOME OF THE THINGS THAT I DON'T KNOW ABOUT YOU ARE AS FOLLOWS: YOU COME FROM A FAMILY OF MIGRANT FARM LABORERS. AS A RESULT OF THIS, YOUR SCHOOL ATTENDANCE HAS BEEN SPORADIC. DUE TO A TRAGIC ACCIDENT YOU WERE ORPHANED AND SENT TO LIVE WITH AN AUNT AND UNCLE WHOM YOU HAD NEVER MET BEFORE.

I AM A CONCERNED TEACHER AND HAVE NOTICED THE GREAT DIFFICULTY THAT YOU ARE HAVING IN SCHOOL. YOUR MATH AND READING SKILLS APPEAR TO BE FAR BELOW THE SIXTH GRADE LEVEL AND YOUR WRITING IS ILLEGIBLE. HOWEVER, I HAVE ALWAYS THOUGH THAT YOU LOOKED A LITTLE STRANGE AND WITH YOUR POOR ACADEMIC PERFORMANCE

HAVE WONDERED IF YOU MAY BE MENTALLY RETARDED. LAST WEEK, WHILE LOOKING THROUGH A MAGAZINE, I FOUND AN INFORMAL INTELLIGENCE TEST. THIS PAST FRIDAY I ADMINISTERED THAT TEST TO YOU AND ACCORDING TO THE RESULTS YOU ARE MENTALLY RETARDED.

YESTERDAY, WHILE VISITING WITH MY NEIGHBOR, I DESCRIBED YOU AND HOW YOU HAD DONE ON THE TEST TO HER. SHE SAID THAT SHE HAS A FRIEND WHO HAS A MENTALLY RETARDED SON AND THAT YOU SEEM TO BE A LOT LIKE HIM.

TODAY WHEN YOU CAME TO SCHOOL I TOLD YOU THE FOLLOWING: "___(NAME)_______, I WANT YOU TO GATHER UP ALL OF YOUR BELONGINGS AND COME TO THE SPECIAL EDUCATION ROOM IN THE BASEMENT BECAUSE THAT WILL BE YOUR ROOM FROM NOW ON. I WILL CALL YOUR AUNT LATER AND TELL HER THAT YOU HAVE CHANGED ROOMS."

THERE ARE NUMEROUS BASIC HUMAN RIGHTS OF YOURS THAT I HAVE VIOLATED. BECAUSE OF SIMILAR VIOLATIONS IN THE PAST, PUBLIC LAW 94-142 AND SECTION 504 OF THE REHABILITATION ACT OF 1964 HAVE RESULTED.

WHAT WAS YOUR REACTION TO THIS STORY? HOW WOULD YOU HAVE FELT IF THIS HAD ACTUALLY HAPPENED TO YOU?

ALLOW FOR A FEW MINUTES OF DISCUSSION.

WE WILL TALK ABOUT THIS STORY AGAIN LATER. THIS TRAINING SESSION IS INTENDED TO INFORM YOU OF DUE PROCESS REQUIREMENTS. AT THE COMPLETION, YOU SHOULD BE ABLE TO REVIEW VARIOUS DUE PROCESS SITUATIONS AND RESPOND APPROPRIATELY.

PRELIMINARY STEPS:

DUE PROCESS

DUE PROCESS IS A PROCEDURE WHICH SEEKS TO INSURE THE FAIRNESS OF EDUCATIONAL DECISIONS AND THE ACCOUNTABILITY OF BOTH THE PROFESSIONALS AND THE PARENTS MAKING THESE DECISIONS. IT CAN BE VIEWED AS A SYSTEM OF CHECKS AND BALANCES CONCERNING THE IDENTIFICATION, EVALUATION, AND PROVISION OF SERVICES FOR HANDICAPPED STUDENTS.

THE CONCEPT OF PROCEDURAL DUE PROCESS EMBODIES THE PRINCIPLES OF ORDERLINESS, FAIRNESS AND RESPECT FOR THE RIGHT OF THE INDIVIDUAL. SPECIFICALLY, DUE PROCESS REQUIRES PRIOR NOTIFICATION AND INFORMED CONSENT REGARDING ANY MAJOR CHANGES IN THE IDENTIFICATION, ASSESSMENT, PLAN OR PLACEMENT OF A CHILD, THE RIGHT TO APPEAL AND HAVE A FAIR HEARING REGARDING ANY OF THESE DECISIONS, AND THE RIGHT OF THE PARENT TO CONTROL ACCESS TO THE CHILD'S RECORDS.

THE PURPOSE OF THESE PROCEDURES IS NOT TO PREVENT THE SCHOOL FROM ACTING AS THEY SEE APPROPRIATE, BUT TO INSURE THE APPLICATION OF RATIONAL CRITERIA IN A RATIONAL MANNER WHEN SIGNIFICANT CHANGES ARE MADE OR PROPOSED FOR A STUDENT.

THE DUE PROCESS SAFEGUARDS IN P.L. 94-142 AND IN THE RULES AND REGULATIONS GOVERNING PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN IN WYOMING SCHOOL DISTRICTS INCLUDE THE FOLLOWING:

SHOW TRANSPARENCY 1 (T-1)

I WILL NOW REVIEW EACH POINT WITH YOU.

DUE PROCESS

1. NOTIFICATION - NOTIFICATION MEANS THAT INDIVIDUALS ARE INFORMED IN ADVANCE ABOUT THE PROPOSED ACTION, THE JUSTIFICATION FOR THE ACTION, AS WELL AS THE DUE PROCESS ASSURANCES WHICH ARE AVAILABLE. THE SCHOOL IS REQUIRED TO PROVIDE NOTICE UNDER THESE CIRCUMSTANCES:

SHOW TRANSPARENCY 2 (T-2)

THE NOTICE MUST CONTAIN THESE POINTS:

SHOW TRANSPARENCY 3 (T-3)

IN ADDITION, THE NOTICE MUST BE:

-WRITTEN IN A LANGUAGE UNDERSTANDABLE TO THE GENERAL PUBLIC, FREE OF EDUCATIONAL AND PSYCHOLOGICAL JARGON.

-PROVIDED IN THE NATIVE LANGUAGE OF THE PARENT OR OTHER MODE OF COMMUNICATION USED BY THE PARENT UNLESS IT IS CLEARLY NOT FEASIBLE TO DO SO.

IF THE NATIVE LANGUAGE OR OTHER MODE OF COMMUNICATION OF THE PARENT IS NOT A WRITTEN LANGUAGE, THEN THE DISTRICT SHALL TAKE STEPS TO ENSURE THAT:

1. THE NOTICE IS TRANSLATED ORALLY OR BY OTHER MEANS TO THE PARENT IS HIS OR HER NATIVE LANGUAGE OR OTHER MODE OF COMMUNICATION.
2. THE PARENT UNDERSTANDS THE NOTICE.
3. THERE IS WRITTEN EVIDENCE THAT THE REQUIREMENTS IN SECTION 1 AND 2 ABOVE HAVE BEEN MET.

PASS OUT HANDOUT 1 (H-1-2)

HERE IS A FORM WHICH CONTAINS THE REQUIREMENTS OF PRIOR NOTICE. PLEASE TAKE A MOMENT TO REVIEW IT. NOW, PLEASE STATE FOR ME THE PARTS OF THIS FORM WHICH MEET THE REQUIREMENTS WHICH HAVE JUST BEEN SPECIFIED.

GO OVER EACH POINT ON TRANSPARENCY 3 (T-3) AGAIN. ASK PARTICIPANTS TO READ ALOUD THE SECTIONS WHICH CORRESPOND TO THOSE POINTS.

SHOW TRANSPARENCY 4 (T-4)

BEGIN THE DISCUSSION OF THE NEXT POINT.

2. INFORMED CONSENT - CONSENT MAY BE SAID TO BE INFORMED WHEN PARENTS ARE MADE FULLY AWARE OF: (A) WHAT IS TO BE DONE; (B) WHY IT IS BEING DONE; (C) HOW IT WILL BE DONE; AND (D) ALL LIKELY CONSEQUENCES OF THE ACTION; (E) WHAT RECORDS WILL BE UTILIZED (IF ANY); AND (F) TO WHOM RECORDS MAY BE RELEASED.

   THE PARENTS MUST UNDERSTAND AND VOLUNTARILY AGREE IN WRITING TO THE PROPOSED ACTIVITY. THE VOLUNTARY NATURE OF THE CONSENT CANNOT BE UNDERSTATED. IT HAS BEEN POINTED OUT THAT THERE IS A "FINE LINE BETWEEN KNUCKLING UNDER TO THE PROFESSIONAL'S JUDGEMENT AND EXERCISING PERSONAL JUDGEMENT." THIS POINT BECOMES PARTICULARLY IMPORTANT WHEN RELATING TO

FAMILIES NOT FAMILIAR OR COMFORTABLE WITH THE SCHOOL SITUATION.

THE NEXT TRANSPARENCY REITERATES THE INTENT AND MEANING OF INFORMED CONSENT:

SHOW TRANSPARENCY 5 (T-5)

WYOMING REGULATIONS REQUIRE THAT CONSENT BE OBTAINED BEFORE THE SCHOOL:

1. CONDUCTS A PREPLACEMENT ASSESSMENT OR A COMPREHENSIVE REASSESSMENT;
2. PROVIDES OTHER SPECIAL SERVICES;
3. PLACES A HANDICAPPED CHILD IN A SPECIAL INSTRUCTIONAL PROGRAM OR RELATED SERVICES;
4. REMOVES A CHILD FROM A SPECIAL INSTRUCTIONAL PROGRAM;
5. DISCLOSES CONTENT OF STUDENT RECORDS.

THIS TRANSPARENCY SUMMARIZES THE CIRCUMSTANCES UNDER WHICH CONSENT MUST BE OBTAINED.

SHOW TRANSPARENCY 6 (T-6)

LET'S REVIEW AGAIN HANDOUT 1. PLEASE STATE FOR ME THE PORTIONS OF THIS FORM WHICH MEET THE REQUIREMENTS OF INFORMED CONSENT.

ASK PARTICIPANTS TO READ ALOUD SECTIONS OF THE FORM WHICH MEET THE REQUIREMENTS.

SHOW TRANSPARENCY 1 AGAIN (T-1)

RESUME PRESENTATION.

3. SURROGATE PARENTS - WHEN THE SCHOOL DISTRICT IS UNABLE TO IDENTIFY THE PARENTS OR DISCOVER THEIR WHEREABOUTS, OR IF THE CHILD IN QUESTION IS A WARD OF THE STATE, THE AGENCY HAS THE DUTY TO ASSIGN AN INDIVIDUAL TO ACT AS THE SURROGATE FOR THE PARENTS. THE SURROGATE HAS THE RESPONSIBILITY TO REPRESENT THE CHILD IN ALL MATTERS RELATED TO THE PROVISION OF A FREE, APPROPRIATE PUBLIC EDUCATION.
   YOU MAY REFER TO SUBPART F, SECTION 5 OF THE RULES AND REGULATIONS GOVERNING PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN FOR A MORE THOROUGH EXPLANATION OF THE QUALIFICATIONS OF SURROGATE PARENTS.
4. CONFIDENTIALITY AND ACCESS TO RECORDS - SCHOOL DISTRICTS ARE NOW REQUIRED TO ESTABLISH NEW WRITTEN PROCEDURES FOR COLLECTING, MAINTAINING, TRANSFERRING, DISCLOSING, AND DESTROYING INFORMATION ON CHILDREN. THEY MUST INFORM PARENTS OF THE ESTABLISHED PROCEDURES AND TRAIN TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL PERSONNEL IN THE SPECIFIC DISTRICT PRACTICES REQUIRED TO ASSURE CONFIDENTIALITY.
   EFFECTIVE PLANS FOR PROTECTING THE CONFIDENTIALITY OF INFORMATION INCLUDE:
   A. PROVIDING THE PARENTS OPEN ACCESS TO THEIR CHILD'S RECORDS.

B. REQUIRING WRITTEN CONSENT FROM THE PARENT FOR RELEASE OF INFORMATION TO UNAUTHORIZED PERSONNEL.

C. LIMITING ACCESS TO CHILDREN'S RECORDS TO ONLY THOSE HAVING LEGITIMATE EDUCATIONAL INTERESTS.

5. INDEPENDENT EDUCATIONAL EVALUATION - PARENTS MAY OBTAIN AN INDEPENDENT EDUCATIONAL EVALUATION (AN EVALUATION CONDUCTED BY A LICENSED EXAMINER NOT EMPLOYED BY THE STATE OR LOCAL EDUCATION AGENCY AND WHO DOES NOT ROUTINELY PROVIDE EVALUATIONS FOR THESE AGENCIES) IF THEY ARE DISSATISFIED WITH THE EVALUATION OBTAINED BY THE SCHOOL DISTRICT. THE INDEPENDENT EVALUATION MUST BE CONDUCTED AT PUBLIC EXPENSE UNLESS THE SCHOOL DISTRICT INITIATES A DUE PROCESS HEARING TO DOCUMENT THE APPROPRIATENESS OF ITS EVALUATION.

6. OPPORTUNITY FOR IMPARTIAL DUE PROCESS HEARING - OFTENTIMES PARENTS AND SCHOOLS DISAGREE ABOUT DECISIONS REGARDING THE HANDICAPPED STUDENT. IN THOSE INSTANCES, IMPARTIAL HEARINGS MAY BE REQUESTED WHEN THE DISAGREEMENT CONCERNS:

SHOW TRANSPARENCY 7 (T-7)

FOR EXAMPLE, THE SCHOOL MAY RECOMMEND PLACEMENT IN A SELF-CONTAINED SETTING BUT THE PARENTS FEEL THAT THE CHILD'S NEEDS CAN BEST BE MET IN A RESIDENTIAL TREATMENT CENTER. IN THAT INSTANCE, IF OTHER ATTEMPTS TO RESOLVE THE DISPUTE FAIL, EITHER PARTY COULD INITIATE A DUE PROCESS HEARING TO RESOLVE THE DISPUTE.

A REQUEST FOR A HEARING IS MADE TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION. THE HEARING IS CONDUCTED BY THE STATE BOARD OF EDUCATION OR ITS DESIGNEE (THE HEARING OFFICER). THE HEARING OFFICER MUST HAVE NO PERSONAL OR PROFESSIONAL INTEREST THAT WOULD CONFLICT WITH HIS OBJECTIVITY (THE OFFICER MAY NOT BE AN EMPLOYEE OF THE AGENCY.)

EITHER PARTY HAS CERTAIN RIGHTS IN THE HEARING PROCESS. THOSE RIGHTS ARE:

SHOW TRANSPARENCY 8 (T-8)

IF ANY PARTY IS DISSATISFIED BY THE FINDINGS OF THE HEARING CONDUCTED BY THE DISTRICT BOARD, THAT PARTY MAY APPEAL TO DISTRICT COURT.

TIMELINES FOR HEARINGS ARE SET BY THE RULES AND REGULATIONS OF P.L. 94-142. THE PUBLIC AGENCY MUST REACH A FINAL DECISION WITHIN A 45-DAY PERIOD AFTER RECEIPT OF THE REQUEST FOR THE HEARING, AND THE STATE AGENCY MUST REACH A DECISION WITHIN A 30-DAY PERIOD. UPON THE REQUEST OF EITHER PARTY, THE HEARING OFFICER MAY GRANT EXTENSIONS OF TIME. WHILE THE PROCEEDINGS OF THE HEARING ARE PENDING, THE CHILD INVOLVED IN THE COMPLAINT MUST REMAIN IN THE CURRENT EDUCATIONAL PLACEMENT UNLESS THE PARENTS AND SCHOOL DISTRICT AGREE TO A DIFFERENT PLACEMENT. WHEN COMPLAINTS INVOLVE THE CHILD'S INITIAL ADMISSION TO PUBLIC SCHOOL, THE CHILD MUST BE PLACED IN A PUBLIC SCHOOL

PROGRAM UNTIL THE PROCEEDINGS ARE COMPLETED.

ARE THERE ANY QUESTIONS ABOUT THE MATERIAL WHICH HAS JUST BEEN PRESENTED?

RESPOND TO PARTICIPANTS' QUESTIONS.

NOW THAT THE INFORMATION ON THIS COMPONENT HAS BEEN PRESENTED, I WOULD LIKE TO PROVIDE YOU WITH AN OPPORTUNITY TO MAKE PRACTICAL APPLICATION OF THE MATERIAL. I WILL SHOW YOU A SERIES OF CARTOONS WHICH DEPICT VIOLATIONS OF DUE PROCESS ASSURANCES. PLEASE STUDY EACH TRANSPARENCY AND WRITE THE DUE PROCESS ISSUE ON THIS RESPONSE SHEET. USE THIS HANDOUT TO HELP YOU RECALL THE DUE PROCESS REQUIREMENTS.

PASS OUT HANDOUTS 2 & 3 (H-3-4)

YOU WILL HAVE ONE MINUTE FOR EACH SITUATION.

SHOW TRANSPARENCIES 9-18 (T-9-18)

AFTER TEN MINUTES ASK PARTICIPANTS TO STATE THE DUE PROCESS VIOLATION ILLUSTRATED IN EACH TRANSPARENCY.

USAGE SUMMARY

Purpose: To familiarize participants with the Rules and Regulations Governing Protection of the Confidentiality of Personally Identifiable Data and the requirements of Family Educational Rights and Privacy Act.

Objectives: Upon completion of this component, participants will:

- --orally state policies on the confidentiality of records
- --list policies which apply to situations involving violations of these policies

Materials:

- --handouts 1 & 2
- --transparencies 1-6

Aids: Overhead projector, grease pen

Presentation Format: Large group presentation

Time: Approximately one half hour

PRESENTATION OUTLINE

I. Introduction
  A. The Family Educational Rights and Privacy Act
  B. Rules and Regulations Governing Protection of the Confidentiality of Personally Identifiable Data
II. Synopsis of Requirements
  A. Parents' right of access to pupil records
  B. Parents' right to challenge the content of pupil records
  C. Parents' right to a hearing and to correct the record
  D. Pupil records defined
  E. Schools shall not release pupil records without parental consent
  F. Release of records to educators within the district
  G. Access to pupil records by third parties
  H. Maintaing a record of access to pupil records
  I. Parents' rights shift to pupils at age 19
  J. Destruction of records after no longer needed
  K. Schools must provide to parents a listing of data upon request

PRELIMINARY STEPS:
CONFIDENTIALITY

PUBLIC SCHOOLS HAVE FOR MANY YEARS COLLECTED LARGE VOLUMES OF INFORMATION ABOUT THE PERSONAL AFFAIRS OF PRIVATE CITIZENS AS WELL AS ABOUT MATTERS OF GENERAL INTEREST. A CERTAIN AMOUNT OF SUCH INFORMATION IS INDISPENSABLE FOR OPERATING THE PUBLIC SCHOOLS. IN RECENT TIMES, THE EXPANSION OF SCHOOL PROGRAMS AND RESPONSIBILITIES, ALONG WITH A GROWTH IN THE NUMBER AND COMPLEXITY OF STATE AND FEDERAL LAWS AND REGULATIONS AFFECTING SCHOOLS, HAS GREATLY INCREASED SCHOOL INFORMATION NEEDS AND COLLECTION RESPONSIBILITIES.

THE PURPOSE OF THIS MODULE IS TO FAMILIARIZE YOU WITH THE RULES AND REGULATIONS GOVERNING PROTECTION OF THE CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE DATA AND THE REQUIREMENTS OF FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT. WHEN THE SESSION IS OVER, YOU SHOULD BE ABLE TO:

-STATE POLICIES ON THE CONFIDENTIALITY OF RECORDS, AND
-LIST POLICIES WHICH APPLY TO SITUATIONS INVOLVING VIOLATIONS OF THESE POLICIES.

ON NOVEMBER 19, 1974, THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT BECAME EFFECTIVE THROUGHOUT THE UNITED STATES. SUBSEQUENTLY, IT WAS AMENDED SLIGHTLY BY AN ACT OF CONGRESS. COMPLYING WITH THE FEDERAL ACT, APPENDIX E OF THE RULES AND REGULATIONS GOVERNING PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN IN WYOMING SCHOOL DISTRICTS CONTAINS THE "RULES AND REGULATIONS GOVERNING PROTECTION OF THE CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE DATA, INFORMATION AND RECORDS THAT ARE COLLECTED, MAINTAINED OR USED BY WYOMING EDUCATIONAL AGENCIES." THE FOLLOWING SYNOPSIS ATTEMPTS TO STATE CONCISELY

THE CLEAR REQUIREMENTS OF THE STATE RULES AND REGULATIONS. CAUTION: THIS IS A SUMMARY OF THE RULES AND REGULATIONS INTENDED FOR INFORMATION ONLY. IF A SPECIFIC ISSUE ARISES, THE LAW OR COMPETENT LEGAL COUNSEL SHOULD BE CONSULTED.

SHOW TRANSPARENCY 1 (T-1)

1. PARENTS' RIGHT OF ACCESS TO PUPIL RECORDS. EACH SCHOOL DISTRICT MUST ALLOW PARENTS TO INSPECT OR REVIEW ALL EDUCATIONAL RECORDS MAINTAINED BY THE SCHOOL DISTRICT ON THEIR CHILDREN. THE DISTRICT MUST COMPLY WITH A REQUEST FOR INSPECTION OR REVIEW WITHOUT UNNECESSARY DELAY AND PRIOR TO ANY HEARING RELATING TO THE IDENTIFICATION, ASSESSMENT, OR PLACEMENT OF THE CHILD, AND IN NO CASE MORE THAN 45 DAYS AFTER THE REQUEST HAS BEEN MADE. THE RIGHT TO INSPECT THE RECORDS INCLUDES THE RIGHT TO REQUEST EXPLANATIONS AND INTERPRETATIONS OF THE RECORDS, AND THE RIGHT TO OBTAIN COPIES OF THE RECORDS AT NO MORE THAN THE COST OF COPYING. EITHER NATURAL PARENT, A LEGAL GUARDIAN, OR AN INDIVIDUAL ACTING AS A PARENT IN THE ABSENCE OF A PARENT OR GUARDIAN (E.G., FOSTER PARENT) MAY EXERCISE ALL PARENT RIGHTS UNLESS THE SCHOOL HAS EVIDENCE OF A COURT ORDER OR LAW WHICH PROVIDES TO THE CONTRARY.

2. PARENTS' RIGHT TO CHALLENGE THE CONTENT OF PUPIL RECORDS. PARENTS MAY REQUEST THAT RECORDS BE AMENDED ON GROUNDS OF BEING INACCURATE, MISLEADING, OR IN VIOLATION OF THE CHILD'S RIGHTS (E.G., THE RIGHT OF PRIVACY OR PROTECTION FROM LIBEL). THE SCHOOL MUST GRANT OR DENY THE REQUEST TO AMEND THE RECORDS WITHIN A REASONABLE TIME.
3. PARENTS' RIGHT TO A HEARING AND TO CORRECT THE RECORD. PARENTS MUST BE ACCORDED A HEARING WHICH MEETS ACCEPTED DUE PROCESS STANDARDS IF A CHALLENGE CANNOT BE MUTUALLY RESOLVED BETWEEN THE PARENTS AND SCHOOL OFFICIALS. PARENTS HAVE A RIGHT TO HAVE RECORDS CORRECTED IF, AS A RESULT OF THE HEARING, IT IS DETERMINED THAT THE RECORDS ARE INACCURATE, MISLEADING, OR VIOLATIVE OF THEIR CHILDREN'S RIGHTS. FURTHERMORE, PARENTS HAVE A RIGHT TO HAVE THEIR EXPLANATION OR VIEW OF INFORMATION IN THE RECORDS ADDED TO THE RECORD.
4. PUPIL RECORDS DEFINED. THE RULES AND REGULATIONS APPLY TO ALL FILES, DOCUMENTS, AND MATERIALS CONTAINING INFORMATION WHICH DIRECTLY RELATES TO AND INDIVIDUALLY IDENTIFIES A PUPIL OR FORMER PUPIL AND WHICH IS KEPT BY THE SCHOOL DISTRICT OR AN INDIVIDUAL ACTING FOR THE DISTRICT. THE MAJOR EXCEPTIONS TO THIS DEFINITION ARE NOTES OR MATERIALS WHICH ARE KEPT BY THE PERSON WHO MAKES THEM BUT WHICH ARE NOT MADE AVAILABLE TO ANYONE EXCEPT A SUBSTITUTE.

5. SCHOOLS SHALL NOT RELEASE PUPIL RECORDS WITHOUT PARENTAL CONSENT. SCHOOLS ARE PROHIBITED FROM RELEASING DATA, EITHER ORALLY OR IN WRITTEN FORM, FROM PUPIL RECORDS WITHOUT THE WRITTEN CONSENT OF THE PARENTS.

6. RELEASE OF RECORDS TO EDUCATORS WITHIN THE DISTRICT. WITHOUT PARENTAL CONSENT, PUPIL RECORDS MAY BE TRANSFERRED BETWEEN SCHOOLS IN THE SAME DISTRICT. THE DISTRICT MAY ALLOW ITS EMPLOYEES OR AGENTS ACCESS TO PUPIL RECORDS WHEN THEY HAVE A LEGITIMATE EDUCATIONAL INTEREST.

7. ACCESS TO PUPIL RECORDS BY THIRD PARTIES. WHEN PARENTAL CONSENT IS REQUIRED FOR SOMEONE TO HAVE ACCESS TO A PUPIL'S RECORD, THE CONSENT MUST (A) BE IN WRITING, (B) SPECIFY THE RECORDS TO BE RELEASED, (C) STATE THE REASONS FOR RELEASE, (D) IDENTIFY THE PARTY OR CLASS OF PARTIES TO WHOM THEY ARE TO BE RELEASED, AND (E) BE SIGNED AND DATED BY THE PARENT. IF REQUESTED, A COPY OF THE RELEASED RECORDS MUST BE PROVIDED TO THE PARENT AT NO MORE THAN THE COST OF COPYING. IN THE EVENT A PARENT REFUSES TO PROVIDE CONSENT FOR DISCLOSURE OF A CHILD'S RECORDS, THE DISTRICT, WITH JUST CAUSE, MAY REQUEST A HEARING TO OBTAIN PARENTAL CONSENT.

8. MAINTAINING A RECORD OF ACCESS TO PUPIL RECORDS. A RECORD MUST BE KEPT WITH EACH INDIVIDUAL PUPIL'S RECORD INDICATING ALL INDIVIDUALS AND ORGANIZATIONS (EXCEPT AUTHORIZED SCHOOL DISTRICT PERSONNEL) THAT HAVE HAD ACCESS TO THE

PUPIL'S RECORD. THIS RECORD OF ACCESS MUST INCLUDE THE SPECIFIC AND LEGITIMATE INTEREST THAT SUCH A PARTY HAS IN OBTAINING THE INFORMATION. THE RECORD OF ACCESS MAY BE SEEN ONLY BY PARENTS AND SCHOOL OFFICIALS. IF ANY RECORD INCLUDES DATA ON MORE THAN ONE CHILD, PARENTS SHALL HAVE THE RIGHT TO INSPECT AND REVIEW ONLY THE DATA RELATING TO THEIR OWN CHILD, OR TO BE INFORMED OF THAT SPECIFIC DATA. A WRITTEN PARENTAL CONSENT FOR RELEASE OF RECORDS INDIVIDUALLY IDENTIFIES THE PARTIES RECEIVING THE RECORDS; THE PRESENCE OF THAT CONSENT FORM IN THE RECORD SATISFIES THIS REQUIREMENT.

9. PARENTS RIGHTS SHIFT TO PUPILS AT AGE 19.

10. DESTRUCTION OF RECORDS AFTER NO LONGER NEEDED. ALL DATA THAT ARE PERSONALLY IDENTIFIABLE MUST BE DESTROYED WITHIN FIVE YEARS AFTER THEY ARE NO LONGER NEEDED FOR PROVIDING EDUCATIONAL SERVICES TO A CHILD. HOWEVER, A PERMANENT RECORD CONSISTING OF A STUDENT'S NAME, ADDRESS AND PHONE NUMBER, GRADES, ATTENDANCE RECORD, CLASSES ATTENDED, GRADE LEVEL COMPLETED, AND YEAR COMPLETED MAY BE MAINTAINED WITHOUT TIME LIMITATION.

11. SCHOOLS MUST PROVIDE TO PARENTS A LISTING OF DATA UPON REQUEST. THE DISTRICT MUST PROVIDE TO PARENTS WHO REQUEST IT A LIST OF THE TYPES AND LOCATION OF DATA COLLECTED, MAINTAINED, OR USED BY THE DISTRICT CONCERNING THEIR CHILD.

INEVITABLY, SOME UNCERTAINTY ARISES WHEN TRYING TO COMPLY WITH THE RULES AND REGULATIONS IN THE DAY-TO-DAY WORLD OF SCHOOLS. MINDFUL OF THE DUAL PURPOSE OF THE RULES AND REGULATIONS (PARENT ACCESS AND PARENTAL CONSENT BEFORE RECORD DATA ARE SHARED), EDUCATORS MUST EXERCISE THEIR BEST JUDGEMENT IN SERVING THOSE PURPOSES AND THE NEEDS OF INDIVIDUAL PUPILS. WHERE THERE IS SUBSTANTIAL DOUBT, THE DISTRICT'S LEGAL COUNSEL SHOULD BE CONSULTED.

THIS HANDOUT SUMMARIZES POINTS WHICH HAVE JUST BEEN MADE ABOUT CONFIDENTIALITY.

PASS OUT HANDOUT 1 (H-1)

UP TO THIS POINT WE HAVE REVIEWED 11 POLICIES FOR COMPLYING WITH THE FAMILY RIGHTS AND PRIVACY ACT. PLEASE STATE FOR ME THOSE POLICIES.

COVER TRANSPARENCY 1. ASK PARTICIPANTS TO STATE THE POLICIES.

HERE ARE SOME SITUATIONS WHICH INVOLVE VIOLATIONS OF THOSE POLICIES. PLEASE TAKE A MINUTE TO REVIEW EACH TRANSPARENCY AND ON THIS SHEET WRITE A STATEMENT AS TO THE POLICY INVOLVED. YOU WILL HAVE 5 MINUTES FOR THIS TASK.

PASS OUT HANDOUT 2 (H-2)

SHOW TRANSPARENCIES 2-6 (T-2-6)

AFTER FIVE MINUTES REVIEW THE SITUATIONS AND POLICIES INVOLVED.

ASK PARTICIPANTS TO CORRECT THEIR TASK SHEETS.

SCREENING

INTRODUCTION

Definition: A systematic, informal process of identification and documentation of behavioral characteristics suggestive of the need for further evaluation.

Rationale: Screening is the initial phase in the process of providing services to the handicapped student. Screening is important for identifying problems and preventing the occurrence of more serious problems later on. It also facilitates individualization through identification of students' unique educational needs.

SCREENING:

ISSUES IN SCREENING

USAGE SUMMARY

Purpose: To familiarize participants with the requirements of screening. To familiarize participants with issues to be addressed in designing and implementing a district screening procedure.

Objectives: Upon completion of this component participants will:

--Evaluate their district's screening procedure using a checklist

--State what they learned about the screening procedure and what should be changed

Materials: handouts 1 - 5
transparencies 1 - 4
blank transparency

Aids: Overhead projector, screen, grease pencil, chalkboard and chalk

Presentation Format: Large group presentation
Small groups of six

Time: Approximately 1½ hours

ISSUES IN SCREENING

PRESENTATION OUTLINE

I. Introduction

II. Issues in Screening

- A. What is screening?
- B. Why screen?
    - 1. Federal requirements
    - 2. State requirements
- C. Who is responsible for screening?
- D. Who should be screened?
- E. What should be included in screening program?
- F. Who does the screening?
- G. What procedures can be used for screening?
    - 1. Group tests
    - 2. Observation
    - 3. Checklists and rating scales
    - 4. Review of student records
- H. What do district personnel need to know about the screening procedure?
- I. What procedure could be used to coordinate the screening effort?
- J. How should screening results be used?
    - 1. Referral decisions
        - a. insufficient data
        - b. further evaluation needed
        - c. no evaluation needed at this time
- K. How can a screening procedure be implemented?
    - 1. Steps in implementing a screening procedure
- L. What records should be kept after screening?

SCRIPT TEXT

THE INITIAL PHASE IN THE PROCESS OF PLANNING FOR EDUCATION OF THE HANDICAPPED CHILD WHO IS ATTENDING PUBLIC SCHOOL IS SCREENING. THE PURPOSE OF SCREENING IS TO ENSURE THAT ALL CHILDREN WHO REQUIRE SPECIAL EDUCATIONAL SERVICES ARE IDENTIFIED. IN THIS TRAINING SESSION, WE WILL EXAMINE SEVERAL ISSUES RELATED TO THE IMPLEMENTATION OF A SCREENING PROGRAM IN LOCAL DISTRICTS. IT IS PLANNED THAT, AT THE END OF THIS TRAINING, YOU WILL BE ABLE TO EVALUATE YOUR OWN DISTRICT'S SCREENING PROCEDURE AND DETERMINE WHETHER CHANGES NEED TO BE MADE. THE ISSUES TO BE ADDRESSED IN THIS MODULE ARE LISTED ON THIS HANDOUT. YOU MAY WISH TO TAKE NOTES USING THIS OUTLINE.

PASS OUT HANDOUT 1 (H-1)

1. WHAT IS SCREENING?

SCREENING REFERS TO A VARIETY OF PROCEDURES USED TO EXAMINE A GENERAL POPULATION OF STUDENTS IN ORDER TO IDENTIFY CHILDREN WHO MAY BE IN NEED OF A MORE COMPLETE EVALUATION AND/OR REFERRAL. SCREENING COULD INVOLVE OBSERVATION, CHECKLISTS AND RATING SCALES, GROUP TESTS, AND REVIEW OF STUDENT RECORDS.

THE INTENT OF SCREENING IS TO REVIEW A LARGE NUMBER OF STUDENTS IN A FAIRLY RAPID MANNER IN ORDER TO SORT OUT THOSE WHO APPEAR TO HAVE EDUCATIONAL, COMMUNICATION, PHYSICAL AND/OR EMOTIONAL PROBLEMS.

SCREENING IS NOT A DIAGNOSTIC EVALUATION AND NO CHILD SHOULD BE LABELLED AS HANDICAPPED AS A RESULT OF A SCREENING PROCEDURE. DIAGNOSIS FOLLOWS SCREENING AND ATTEMPTS TO PINPOINT SPECIFIC STRENGTHS AND WEAKNESSES IN THE PSYCHOLOGICAL, BEHAVIORAL, AND/OR LEARNING AREAS.

II. WHY SCREEN?

IN PREVIOUS YEARS, THE DECISION TO SCREEN, AS WELL AS THE SELECTION OF STUDENTS TO BE SCREENED, WAS LEFT TO THE POLICY OF THE LOCAL EDUCATION AGENCY. IN MANY CASES, IF A CONCERN WAS EXPRESSED ABOUT THE CHILD'S ACADEMIC, HEALTH, HOME, OR EMOTIONAL STATUS, THE AGENCY SOUGHT OUT PERSONNEL TRAINED TO OBSERVE IN THE AREAS OF CONCERN.

WITH THE ADVENT OF FEDERAL AND STATE LEGISLATION RELATED TO THE EDUCATION OF ALL HANDICAPPED CHILDREN, LOCAL EDUCATION AGENCIES NO LONGER ENJOY A CHOICE OF "TO SCREEN OR NOT TO SCREEN." THE LAWS REQUIRE THAT CHILDREN WITH SPECIAL NEEDS BE IDENTIFIED. IT IS NOT POSSIBLE NOR PRUDENT TO SUBJECT EACH AND EVERY SCHOOL AGE CHILD TO A FORMAL EVALUATION CONDUCTED BY PROFESSIONALS TRAINED IN ASSESSMENT. TO FURTHER COMPLICATE THE MATTER, PERSONS TRAINED IN FORMAL ASSESSMENT ARE IN SHORT SUPPLY. THEREFORE, IF LOCAL EDUCATION AGENCIES INTEND TO COMPLY WITH THE LEGISLATION, TWO STEPS MUST BE TAKEN: (A) SYSTEMATIC SCREENING PROCEDURES MUST BE ADOPTED; (B) CLASSROOM TEACHERS MUST BE TRAINED TO SCREEN AND, FOR THE MOST PART, THEY MUST TAKE

RESPONSIBILITY FOR SCREENING. IN THIS WAY, THE SCREENING PROCESS CAN BECOME THE FIRST STEP IN PROVIDING AN APPROPRIATE EDUCATION FOR ALL HANDICAPPED CHILDREN, AS WELL AS PROVIDING EACH TEACHER WITH A SYSTEM OF IDENTIFYING AND PROGRAMMING FOR THE UNIQUE DIFFERENCES OF CHILDREN WHO ARE NOT HANDICAPPED.

THE SPECIFIC FEDERAL REQUIREMENTS FOR SCREENING ARE STATED IN PART B OF P.L. 94-142, SECTION 121A.220 AND IN SECTION 504, PART D OF P.L. 93-112, SECTION 84:32.

SHOW TRANSPARENCY 1 (T-1)

A FURTHER COMMENT WHICH APPEARS IN THE RULES AND REGULATIONS STATES:

"THE LOCAL EDUCATIONAL AGENCY IS RESPONSIBLE FOR INSURING THAT ALL HANDICAPPED CHILDREN WITHIN ITS JURISDICTION ARE IDENTIFIED, LOCATED, AND EVALUATED, INCLUDING CHILDREN IN ALL PUBLIC AND PRIVATE AGENCIES AND INSTITUTIONS WITHIN THAT JURISDICTION."

DISTRICT-WIDE SYSTEMATIC SCREENING PROCEDURES WILL LARGELY PROVIDE FOR THE IDENTIFICATION AND LOCATION OF THOSE SCHOOL AGE CHILDREN ATTENDING PUBLIC SCHOOLS. OTHER PROCEDURES SUCH AS INTENSIVE CHILD FIND PROGRAMS MUST BE UTILIZED TO INSURE LOCATION AND IDENTIFICATION OF HANDICAPPED CHILDREN NOT ATTENDING PUBLIC SCHOOL.

THE OTHER PIECE OF LEGISLATION PERTINENT TO THIS ISSUE IS COMMONLY KNOWN AS SECTION 504. THE RULES AND REGULATIONS ACCOMPANYING SECTION 504 OF P.L. 93-112 STATE:

SHOW TRANSPARENCY 2 (T-2)

NOW THAT WE HAVE REVIEWED BOTH SETS OF FEDERAL RULES AND REGULATIONS, WHAT DO YOU SEE AS THE MAIN FOCUS OF THE LAW?

ELICIT RESPONSES FROM THE GROUP PERTAINING TO FOCUS OF FEDERAL LEGISLATION

1. Location
2. Identification
3. Evaluation

RECORD RESPONSES ON CHALKBOARD, OR BLANK TRANSPARENCY.

THE WYOMING RULES AND REGULATIONS GOVERNING PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN (1975) ALSO SPEAK TO THE PROCESS OF CHILD IDENTIFICATION.

SHOW TRANSPARENCY 3 (T-3)

NOW LET'S SEE HOW THE WYOMING RULES AND REGULATIONS COMPARE TO THE FEDERAL GOVERNMENT'S RULES AND REGULATIONS.

ISSUES IN SCREENING

ELICIT RESPONSES FROM GROUP PERTAINING TO FOCUS OF STATE LEGISLATION. ADD RESPONSES TO THE FEDERAL REQUIREMENTS CHART ON THE CHALKBOARD OR TRANSPARENCY.

WE HAVE SEEN THAT EACH LOCAL AGENCY MUST LOCATE AND IDENTIFY ALL HANDICAPPED CHILDREN BOTH IN SCHOOL AND OUT OF SCHOOL. THE NEXT POINT TO BE ADDRESSED IS, SPECIFICALLY WHO IS RESPONSIBLE FOR SCREENING.

III. WHO IS RESPONSIBLE FOR SCREENING?

A SINGLE INDIVIDUAL SHOULD BE RESPONSIBLE FOR COORDINATING THE DISTRICT'S SCREENING PROGRAM. SINCE SCREENING IS USUALLY LOOKED UPON AS A RESPONSIBILITY OF REGULAR EDUCATION, THAT PERSON SHOULD BE SOMEONE WHO HAS DISTRICT LEVEL ADMINISTRATIVE OR SUPERVISORY ASSIGNMENTS.

HOWEVER, WITHIN EACH INDIVIDUAL SCHOOL BUILDING, ANOTHER PERSON, PERHAPS THE PRINCIPAL OR HIS/HER DESIGNEE, MAY BE ASSIGNED TO IMPLEMENT THE SCREENING PROCEDURE. A SCREENING PROGRAM MUST HAVE STRONG DISTRICT AND BUILDING LEVEL LEADERSHIP IN ORDER TO INSURE THAT STUDENTS WHO ARE HAVING PROBLEMS IN THEIR SCHOOL PROGRAM ARE IDENTIFIED.

EVEN THOUGH ONE PERSON MAY HAVE ADMINISTRATIVE RESPONSIBILITY FOR OVERSEEING THE SCREENING PROGRAM, ALL SCHOOL PERSONNEL SHOULD BE INVOLVED IN CONDUCTING THE ACTUAL SCREENING PROCESS.

ISSUES IN SCREENING

IV. WHO SHOULD BE SCREENED?

IN ORDER TO COMPLY WITH THE STATE AND FEDERAL LEGISLATION YOUR DISTRICT HAS ADOPTED GUIDELINES REGARDING CHILD IDENTIFICATION AND LOCATION. THINK A MINUTE ABOUT YOUR DISTRICT'S SCREENING PROCEDURE. WHAT POPULATION OF STUDENTS ARE SCREENED IN YOUR DISTRICT'S PROCEDURE?

ASK PARTICIPANTS TO STATE ORALLY GROUPS OF STUDENTS SCREENED BY THEIR DISTRICT PROCEDURE. WRITE THESE ON THE CHALKBOARD OR A BLANK TRANSPARENCY. PROMPT FOR RESPONSES TO DEVELOP A LIST THAT AT A MINIMUM INCLUDES:

- -- ALL STUDENTS CURRENTLY ENROLLED, EVERY THREE YEARS (E.G., FIRST GRADE, FOURTH GRADE, SEVENTH GRADE AND TENTH GRADE);
- -- ALL TRANSFER STUDENTS NEW TO THE SCHOOL DURING THEIR FIRST YEAR OF ATTENDANCE, UNLESS EVIDENCE OF THEIR PRIOR SCREENING WITHIN THREE YEARS OF TRANSFER IS OBTAINED;
- -- ALL CHILDREN ENTERING SCHOOL FOR THE FIRST TIME;
- -- ANY CHILD WHO IS OBSERVED BY HIS/HER TEACHER AS HAVING POTENTIAL SPECIAL LEARNING NEEDS; AND
- -- CHILDREN PREVIOUSLY REFERRED BUT NOT CURRENTLY BEING SERVED.

ANNUAL SCREENING SHOULD BE MADE AVAILABLE TO ALL STUDENTS BETWEEN THE AGES OF THREE AND FIVE YEARS AS WELL AS FOR ELEMENTARY, JUNIOR AND SENIOR HIGH AGE STUDENTS.

ISSUES IN SCREENING

THE LOCAL EDUCATION AGENCY SHOULD DEVELOP BOTH A PRESCHOOL AND A SCHOOL-AGE SCREENING PROGRAM. THIS WILL INSURE THE SYSTEMATIC REVIEW OF THE STATUS OF ALL STUDENTS ENTERING THE SCHOOLS, THOSE ALREADY IN ATTENDANCE, AND STUDENTS WHO HAVE DROPPED OUT.

V. WHAT AREAS SHOULD BE INCLUDED IN A SCREENING PROGRAM?

THERE ARE A NUMBER OF TARGET AREAS WHICH HAVE PROVEN HELPFUL IN IDENTIFYING STUDENTS IN NEED OF FURTHER EVALUATION. THESE SCREENING AREAS INCLUDE:

- COMMUNICATION
    - SPEECH
    - LANGUAGE
- PHYSICAL
    - PHYSICAL DEFECTS
    - GENERAL HEALTH
    - FINE/GROSS MOTOR COORDINATION
    - VISUAL AND AUDITORY ACUITY
- BEHAVIOR/RELATIONSHIPS WITH SELF AND OTHERS
    - CLASSROOM
    - SCHOOL ENVIRONMENT
    - HOME AND COMMUNITY
- ACADEMIC
    - READING (ORAL/SILENT; COMPREHENSION/WORD RECOGNITION
    - WRITING
    - SPELLING
    - MATHEMATICS

ISSUES IN SCREENING

-PREVOCATIONAL/VOCATIONAL

WHEN SCREENING IN ANY OF THESE AREAS IT IS IMPORTANT TO RECOGNIZE THAT ONE INSTRUMENT CANNOT IDENTIFY ALL OF THE POTENTIAL PROBLEMS OF STUDENTS. SOME COMBINED, MULTI-FACETED APPROACH IS PREFERABLE.

VI. WHO DOES THE SCREENING?

STAFF FOR IMPLEMENTING THE SCREENING PROGRAM MIGHT CONSIST OF DIFFERENT KINDS OF PERSONNEL, PROVIDED THEY ARE TRAINED TO CONDUCT CERTAIN TYPES OF SCREENING. PERSONNEL MIGHT INCLUDE:

A) TEACHERS
B) PRINCIPALS AND DEPARTMENT HEADS
C) SPEECH AND LANGUAGE CLINICIANS
D) PSYCHOLOGISTS
E) SOCIAL WORKERS/GUIDANCE COUNSELORS
F) NURSES AND OTHER MEDICAL PERSONNEL
G) SPECIAL EDUCATION TEACHERS
H) TITLE I TEACHERS
I) CLASSIFIED PERSONNEL (CUSTODIANS, SECRETARIES, BUS DRIVERS, CAFETERIA PERSONNEL, TEACHER AIDES)

VII. WHAT PROCEDURES CAN BE USED FOR SCREENING?

ALTHOUGH THE PARTICULAR PROCEDURES TO BE USED IN SCREENING MAY VARY ACCORDING TO THE TIME AND RESOURCES AVAILABLE, MOST SCREENING PROCEDURES TYPICALLY MAKE USE OF THE FOLLOWING:

ISSUES IN SCREENING

A. GROUP TESTS

GROUP TESTS OF ACHIEVEMENT AND INTELLIGENCE CAN BE USED TO SEE HOW THE PERFORMANCE OF A PARTICULAR STUDENT COMPARES WITH THAT OF HIS/HER PEER GROUP. SIGNIFICANT DEVIATIONS OF TEST SCORES SHOULD ALERT PERSONNEL TO THE NEED FOR FURTHER EVALUATION.

B. OBSERVATION

DIRECT OBSERVATION OF STUDENTS PROVIDES A WAY TO VIEW A VARIETY OF BEHAVIORS IN THE CONTEXT OF DIFFERENT SETTINGS (E.G., INSTRUCTION, PLAY, LUNCH, ETC.). WHEN CORRECTLY USED, IT CAN BE VERY HELPFUL IN IDENTIFYING STUDENTS WITH LEARNING AND BEHAVIOR PROBLEMS.

C. CHECKLISTS AND RATING SCALES

CHECKLISTS PROVIDE A MEANS OF STRUCTURING OBSERVATIONS SINCE THE BEHAVIORS TO BE NOTED ARE ESTABLISHED AT THE TIME THE CHECKLIST IS CONSTRUCTED. CHECKLISTS CAN BE USED TO MEASURE STUDENT BEHAVIORS WHICH ARE ACADEMIC AS WELL AS NON-ACADEMIC.

RATING SCALES ARE A MORE DISCRIMINATING TYPE OF CHECKLIST IN THAT THEY CALL FOR OBSERVER INTERPRETATION OF BEHAVIORS. LIKE CHECKLISTS, THEY CAN ALSO BE USED TO PINPOINT BEHAVIORS WHICH ARE ACADEMIC OR NON-ACADEMIC.

D. REVIEW OF STUDENT RECORDS

INSPECTION OF CUMULATIVE AND OTHER AVAILABLE RECORDS CAN PROVIDE INFORMATION AS TO WHY A STUDENT IS NOT ACHIEVING UP TO EXPECTED GRADE LEVEL. IT CAN ALSO POINT OUT PROBLEMS IN ACHIEVEMENT AND SOCIAL BEHAVIORS WHICH

HAVE PERSISTED OVER LONG PERIODS OF TIME.

REGARDLESS OF THE PARTICULAR SCREENING APPROACH CHOSEN, IT SHOULD BE QUICK, INEXPENSIVE AND EXPEDIENT IN ADMINISTRATION. THE NEXT ISSUE TO BE ADDRESSED CONCERNS WHAT DISTRICT PERSONNEL NEED TO KNOW ABOUT THE SCREENING PROCEDURE.

VIII. WHAT DO DISTRICT PERSONNEL NEED TO KNOW ABOUT THE SCREENING PROCEDURE?

INSERVICE CONCERNING THE DISTRICT SCREENING PROGRAM SHOULD BE PROVIDED FOR CLASSROOM TEACHERS, GUIDANCE COUNSELORS, PRINCIPALS AND OTHER PERSONNEL. SPECIFICALLY, THE INSERVICE SHOULD ADDRESS:

A) THE CHILD IDENTIFICATION MANDATE OF P.L. 94-142 AND STATE RULES AND REGULATIONS

B) DATES AND PLACES OF ANNUAL OR ONGOING DISTRICT SCREENING ACTIVITIES

C) STUDENT POPULATION TO BE SCREENED

D) AREAS TO BE SCREENED (E.G., COMMUNICATION, HEALTH, VISION)

E) DEFINITIONS AND CHARACTERISTICS OF HANDICAPPED STUDENTS

F) STAFF ASSIGNMENTS AND RESPONSIBILITIES

G) SCREENING PROCEDURES

--USE OF OBSERVATIONAL FORMS, BEHAVIORAL RATING SCALES, CHECKLISTS, TO AID IN THE COLLECTION OF SCREENING INFORMATION

--SUGGESTIONS FOR RECORDING OBSERVATIONS

H) UTILIZATION OF SCREENING INFORMATION

--DECIDING WHEN SCREENING RESULTS ARE SIGNIFICANT

--PROCEDURES FOR REFERRAL FOR DIAGNOSIS

IX. WHAT PROCEDURE COULD BE USED TO COORDINATE THE SCREENING EFFORT?

PARTICULAR ATTENTION SHOULD BE GIVEN TO THE COORDINATION OF ANY SCREENING EFFORT. PRESCHOOL OR KINDERGARTEN SCREENING REQUIRE THE ADVANCE PUBLICATION OF THE NEED FOR SUCH SCREENING AND THE DATES ON WHICH IT WILL OCCUR. THIS CAN BE DONE THROUGH PUBLIC INFORMATION CHANNELS. NOTIFICATION ALSO SHOULD BE SENT TO PARENTS THROUGH ORGANIZATIONS SUCH AS SOCIAL SERVICE AGENCIES, MEDICAL FACILITIES, NURSERY SCHOOLS AND DAY CARE CENTERS. SCHOOL-AGE SCREENING PROGRAMS SHOULD BE COORDINATED WITH EACH BUILDING PRINCIPAL IN A SCHOOL DISTRICT IN ORDER TO AVOID CONFLICTING WITH OTHER SCHOOL ACTIVITIES WHICH MAY HAVE BEEN SCHEDULED.

THE SCHEDULE OF SCREENING ACTIVITIES SHOULD ALSO BE COORDINATED WITH LOCAL AND STATE HEALTH AGENCIES WHO MAY BE INVOLVED WITH HEARING, VISION OR OTHER HEALTH SCREENING.

X. HOW SHOULD SCREENING RESULTS BE USED?

FOLLOWING COMPLETION OF A SCREENING PROCEDURE, DISTRICT PERSONNEL SHOULD MAKE A DECISION AS TO HOW THE INFORMATION WILL BE USED. BASED ON THE SCREENING DATA, THERE ARE SEVERAL DECISIONS WHICH CAN BE MADE:

ISSUES IN SCREENING

1. THERE IS INSUFFICIENT DATA FROM THE SCREENING PROCEDURE TO DETERMINE WHETHER THE STUDENT HAS A PROBLEM, THEREFORE, MORE INFORMATION IS NEEDED. FOR EXAMPLE, RECORDS MAY INDICATE THAT SCREENING WAS CONDUCTED BUT RESULTS ARE INCONCLUSIVE. AT THIS TIME, IT MAY BE ADVANTAGEOUS TO INTERVIEW THE PARENT TO GET ADDITIONAL INFORMATION AND/OR CLARIFICATION OF THE STUDENT'S PROBLEM.
2. THE SCREENING DATA SUGGEST THAT FURTHER EVALUATION MAY BE NECESSARY. THERE ARE SEVERAL "RED FLAGS" WHICH COULD SIGNAL THE NEED FOR EVALUATION. THE PRESENCE OF ONE OR MORE OF THESE FACTORS IS INDICATIVE OF CONCERNS WHICH MAY REQUIRE FURTHER INVESTIGATION:
   A) RESULTS OF STANDARDIZED TESTS WHICH INDICATE PERCENTILE SCORES OF 25 OR LESS, STANINES OF 3 OR LESS OR A LAG BEHIND GRADE PLACEMENT AS FOLLOWS:

      --KG-1 - 6 MONTHS
      --2&3 - 1 YEAR
      --4-8 - 2 YEARS
      --9-12 - 3 YEARS

   B) A REVIEW OF THE RECORDS WHICH INDICATES THE FOLLOWING:

      --CONTINUING FAILURES OR MARGINAL GRADES IN MORE THAN ONE SUBJECT. MORE THAN ONE OCCURRENCE OF MARGINAL OR FAILING GRADES DURING

THE YEAR DENOTES A CONCERN.

--A RECORD OF ONE OR MORE RETENTIONS IN A GRADE INDICATES THAT TEACHER CONCERN ABOUT POOR ACADEMIC ACHIEVEMENT IS WARRANTED.

--PROLONGED PERIODS OF NOT ATTENDING SCHOOLS

--INDICATIONS OF SUSPENSIONS, EXPULSIONS OR FREQUENT DISCIPLINARY ACTIONS

--CHRONIC HEALTH PROBLEMS OFTEN DEPRESS ACADEMIC ACHIEVEMENT. IF THESE FACTORS ARE PRESENT, REFERRAL FOR A COMPREHENSIVE EVALUATION IS WARRANTED.

c) CLASSROOM OBSERVATIONS WHICH INDICATE FREQUENTLY DISPLAYED INAPPROPRIATE ACADEMIC OR SOCIAL BEHAVIORS. ALL CHILDREN AT SOME TIME DEMONSTRATE BEHAVIORS WHICH MIGHT BE CONSIDERED MALADAPTIVE OR INDICATIVE OF ACADEMIC DEFICITS. NEVERTHELESS, STUDENTS WHO DISPLAY ACADEMIC DEFICITS OR MALADAPTIVE BEHAVIORS TO THE DEGREE THAT THEY CANNOT PROFIT FROM REGULAR CLASSROOM INSTRUCTION SHOULD BE REFERRED FOR ASSESSMENT.

3. THE SCREENING DATA SUGGEST THAT NO EVALUATION FOR SPECIAL EDUCATION SERVICES IS NEEDED AT THIS TIME.

XI. HOW CAN A SCREENING PROCEDURE BE IMPLEMENTED?

THERE ARE VARIOUS WAYS TO IMPLEMENT A SCREENING PROCEDURE. DISTRICTS SHOULD CHOOSE A PROCEDURE WHICH FITS IN WITH LOCAL DISTRICT POLICY AND AT THE SAME TIME MAKES

MAXIMUM USE OF THE RESOURCES WHICH ARE AVAILABLE. IN GENERAL, THESE STEPS SHOULD RECEIVE ATTENTION IN THE DESIGN AND IMPLEMENTATION OF A SCREENING PROGRAM.

PASS OUT HANDOUT 2 (H-2-4)

BRIEFLY GO OVER EACH POINT REITERATING CRITICAL POINTS WHICH HAD BEEN MADE EARLIER IN THE PRESENTATION. RESPOND TO ANY QUESTIONS WHICH ARISE.

PASS OUT HANDOUTS 3 & 4 (H-5-12)

THE LAST ISSUE TO BE DISCUSSED CONCERNS RECORDS TO BE MAINTAINED.

XII. WHAT RECORDS SHOULD BE KEPT AFTER SCREENING?

IT IS SUGGESTED THAT NOTATIONS BE MADE IN EACH STUDENT'S CUMULATIVE FILE AS TO:

--DATE

--TYPE

--RESULTS OF SCREENING.

THIS SERVES AS DOCUMENTATION THAT SCREENING HAS BEEN CONDUCTED AS ONE WAY TO MEET THE CHILD FIND REQUIREMENTS.

FOR THOSE STUDENTS WHO ARE REFERRED FOR ASSESSMENTS:

--SEND CHECKLISTS OR OTHER SCREENING INSTRUMENTS TO THE MULTIDISCIPLINARY ASSESSMENT TEAM.

ISSUES IN SCREENING

NOW THAT WE HAVE COVERED ISSUES IN SCREENING, I WOULD LIKE YOU TO TAKE A LOOK AT THE SCREENING PROCESS CURRENTLY IN OPERATION IN YOUR DISTRICT. HOPEFULLY, THIS ASSESSMENT OF YOUR DISTRICT'S PROCESS WILL PROVIDE INFORMATION AS TO ANY CHANGES WHICH WOULD BE NEEDED TO MAKE IT MORE EFFECTIVE.

I WILL PROVIDE YOU WITH A CHECKLIST TO ASSESS THE SCREENING PROCEDURE. PLEASE FORM GROUPS OF SIX. ASSIGN ONE PERSON TO BE THE RECORDER. YOU WILL HAVE TEN MINUTES TO COMPLETE THIS TASK.

PASS OUT HANDOUT 5 (H-13 & 14)

AFTER TEN MINUTES ASK ONE PERSON FROM EACH DISTRICT TO RESPOND TO THESE ITEMS;

WHAT I LEARNED ABOUT MY DISTRICT'S SCREENING PROCEDURE IS

____

____.

WHAT NEEDS TO BE CHANGED ABOUT OUR SCREENING PROCEDURE IS_____

____

____.

ONE GOOD THING ABOUT OUR SCREENING PROCEDURE IS_______________

____

____.

SCREENING:

BEHAVIORAL INDICATORS OF POTENTIAL PROBLEMS

USAGE SUMMARY

Purpose: To familiarize participants with the behavioral indicators of potential problems;

To familiarize participants with the parameters of a deviation significant enough to warrant referral for evaluation

Objectives: Upon completion of this module participants will:

--develop a list of behavioral characteristics which may be indicative of potential problems

--state orally one thing they have learned as a result of this presentation

--state one thing they previously knew about this material

Materials:

--handouts 1 - 13

--blank transparency (optional)

Aids: Overhead projector, screen, grease pencil, chalkboard, chalk

Presentation Format: Large group presentation

Small groups of 4-5

Time: Approximately 1½ hours

BEHAVIORAL INDICATORS OF POTENTIAL PROBLEMS

PRESENTATION OUTLINE

I. Introduction

II. The importance of screening

III. Concept of "red flags"

IV. Concept of normal behavior

V. Presentation of chart on normal growth and development

VI. Examples of behaviors which fall outside the normal range

VII. Checklist of student characteristics indicative of potential problems

BEHAVIORAL INDICATORS OF POTENTIAL PROBLEMS

SCRIPT TEXT

IN THE LAST MODULE ON ISSUES IN SCREENING, WE LEARNED THAT DISTRICTS ARE LEGALLY RESPONSIBLE FOR ENSURING THAT EVERY EXCEPTIONAL CHILD RECEIVE AN APPROPRIATE EDUCATION. WE ALSO LEARNED THAT THE FIRST STEP IN PROVIDING THIS SERVICE IS TO IDENTIFY THOSE CHILDREN WHO MAY BE IN NEED OF SPECIAL EDUCATION SERVICES. THIS PROCESS OF IDENTIFICATION OF STUDENTS WITHIN SCHOOL WAS REFERRED TO AS SCREENING.

BESIDES THE LEGAL MANDATE TO SCREEN, WHAT ARE SOME OTHER REASONS FOR THE IMPORTANCE OF SCREENING?

LIST PARTICIPANTS' RESPONSES ON THE CHALKBOARD OR BLANK TRANSPARENCY. PROMPT FOR RESPONSES TO DEVELOP A LIST THAT AT A MINIMUM INCLUDES:

--EARLY IDENTIFICATION IS IMPORTANT SO THAT MORE SERIOUS PROBLEMS CAN BE PREVENTED LATER ON;

--CHILDREN WHO NEED HELP MAY NOT RECEIVE IT UNLESS THEY ARE IDENTIFIED;

--GOOD EDUCATIONAL PRACTICE REQUIRES THAT INDIVIDUALIZATION BE PROVIDED FOR STUDENTS WITH UNIQUE NEEDS - THIS CANNOT BE ACCOMPLISHED UNLESS THE UNIQUE NEEDS ARE IDENTIFIED.

AFTER ABOUT FIVE MINUTES STOP THE PARTICIPANT RESPONSES. BRIEFLY RESTATE THEM AND GO ON WITH THE SCRIPT.

BEHAVIORAL INDICATORS

WE HAVE SEEN THAT EARLY IDENTIFICATION OF HANDICAPPED STUDENTS IS IMPORTANT. CARTWRIGHT AND CARTWRIGHT REINFORCE THIS POINT WHEN THEY STATE:

> "IF HANDICAPPED CHILDREN CAN BE IDENTIFIED WHILE THEY ARE STILL YOUNG, IT MAY BE POSSIBLE TO PREVENT THE OCCURRENCE OF A MORE SERIOUS HANDICAP LATER ON. HANDICAPPING CONDITIONS ARE USUALLY CUMULATIVE: THAT IS, IF A CHILD HAS AN EDUCATIONAL PROBLEM THAT GOES UNIDENTIFIED, HE IS LIKELY TO FALL FARTHER AND FARTHER BEHIND HIS PEERS IN SCHOOL. EVENTUALLY HIS LACK OF PROGRESS WILL BE OBVIOUS, BUT BY THEN IT MAY BE TOO LATE FOR HIM TO CATCH UP (CARTWRIGHT AND CARTWRIGHT, 1972B, P. 1).

TEACHERS AND OTHER EDUCATIONAL PERSONNEL ARE IN A UNIQUE POSITION TO OBSERVE MANY DIFFERENT CHILDREN AND TO AID IN THE PROCESS OF IDENTIFYING HANDICAPS IN CHILDREN. IF THEY ARE TO DO THIS EFFECTIVELY THEY MUST BE SENSITIZED TO BEHAVIORS WHICH MIGHT BE INDICATIVE OF POTENTIAL PROBLEMS IN BEHAVIORAL, LEARNING AND PHYSICAL AREAS. THOSE RESPONSIBLE FOR THE EDUCATION OF CHILDREN MUST BECOME AWARE OF THE SIGNALS OR RED FLAGS WHICH SUGGEST THE NEED FOR EVALUATION. IN THIS MODULE YOU WILL BECOME AWARE OF THESE RED FLAGS WHICH WILL HELP YOU IN IDENTIFYING STUDENTS WHO ARE POTENTIALLY IN NEED OF SPECIAL EDUCATION SERVICES.

BUT IN ORDER TO DO THIS YOU WILL NEED TO KNOW WHETHER THESE BEHAVIORS ARE WITHIN THE NORMAL RANGES. LET'S SPEND A FEW MOMENTS DISCUSSING THE CONCEPT OF "NORMAL." IF I SAY THAT

BEHAVIORAL INDICATORS

SUZY GREEN IS NORMAL, WHAT AM I SAYING ABOUT HER BEHAVIOR?

ELICIT RESPONSES FROM PARTICIPANTS. WRITE THESE RESPONSES ON CHALKBOARD OR BLANK TRANSPARENCY. PROMPT FOR RESPONSES TO INCLUDE:

--CONFORMING WITH AN ACCEPTED STANDARD

--PERFORMING ACCORDING TO EXPECTATIONS FOR PEERS

--AVERAGE

--NOT DIFFERENT IN ANY WAY, ETC.

--NATURAL.

AFTER ABOUT FIVE MINUTES STOP THE PARTICIPANT RESPONSES. BRIEFLY RESTATE THEM AND GO ON WITH THE SCRIPT.

WE HAVE SEEN THAT BEHAVIORS ARE CONSIDERED NORMAL WHEN THEY CONFORM TO ACCEPTED STANDARDS AND MEET THE EXPECTATIONS ONE HAS FOR A PEER GROUP. WHILE IT IS BEYOND THIS TRAINING MODULE TO OFFER A COURSE IN NORMAL GROWTH AND DEVELOPMENT, I WILL PROVIDE YOU WITH SOME MATERIALS WHICH SUMMARIZE BEHAVIORS WHICH MIGHT BE TYPICAL OF NORMAL DEVELOPMENT IN THE AREAS OF MOTOR SKILLS, COMMUNICATION SKILLS, COGNITIVE SKILLS, SELF-HELP SKILLS AND SOCIAL SKILLS. PLEASE TAKE A MOMENT TO REVIEW THEM.

PASS OUT HANDOUT 1 (H-1-2)

BEHAVIORAL INDICATORS

LET'S SEE HOW THIS CHART CAN HELP US IDENTIFY STUDENTS WHO MAY NOT BE DEMONSTRATING NORMAL BEHAVIORS. WE SEE THAT A NORMAL CHILD OF 36-48 MONTHS TYPICALLY TALKS IN SENTENCES OF THREE OR MORE WORDS WHICH TAKE THE FORM AGENT, ACTION, OBJECT. IF YOU OBSERVED THAT A TEN YEAR OLD STUDENT'S LANGUAGE WAS CHARACTERIZED BY THIS PATTERN, WHAT WOULD YOU SAY ABOUT HIM OR HER?

WAIT FOR PARTICIPANT RESPONSE.

WE WOULD SAY THAT THIS BEHAVIOR IS ABNORMAL OR NOT WITHIN THE NORMAL RANGE. COULD THIS BEHAVIOR BE A RED FLAG WHICH SIGNALS THE NEED FOR EVALUATION?

POSSIBLY, BECAUSE WE ARE TRYING TO IDENTIFY STUDENTS WHOSE BEHAVIORS FALL OUTSIDE NORMAL LIMITS. STUDENTS WHOSE BEHAVIORS FALL OUTSIDE NORMAL LIMITS MAY BE HANDICAPPED, SO WE WILL WANT TO REFER THEM FOR EVALUATION.

LET'S TAKE A LOOK AT ANOTHER AREA TO SEE IF WE CAN FIND A RED FLAG. LET'S TAKE THE AREA OF SOCIAL SKILLS. CHILDREN 3 - 4 YEARS OLD TYPICALLY JOIN IN PLAY WITH OTHER CHILDREN. THEY BEGIN TO INTERACT. SUPPOSE YOU WERE A 4TH GRADE TEACHER AND YOU HAD A STUDENT WHO WAS 9 YEARS OLD AND WHO CONSTANTLY PLAYED ALONE. COULD THIS BEHAVIOR BE A RED FLAG WHICH SIGNALED THE NEED FOR EVALUATION? WHY?

WAIT FOR PARTICIPANT RESPONSE.

NEXT ASK PARTICIPANTS TO GIVE OTHER EXAMPLES OF BEHAVIORS WHICH WOULD FALL OUTSIDE THE NORMAL RANGE, THEREBY BECOMING A RED FLAG WHICH SIGNALS THE NEED FOR EVALUATION.

WE HAVE TALKED ABOUT A NUMBER OF RED FLAGS WHICH COULD SIGNAL THE NEED FOR EVALUATION. HERE ARE SOME OTHER EXAMPLES OF BEHAVIORS WHICH COULD SIGNAL THE NEED FOR EVALUATION.

PASS OUT HANDOUT 3 (H-3)

NOW THAT YOU HAVE SOME IDEA OF BEHAVIORS WHICH INDICATE PROBLEMS, I WOULD LIKE YOU TO MAKE A CHECKLIST OF BEHAVIORS TO ADD TO THE ONES WHICH YOU HAVE ALREADY RECEIVED. FORM GROUPS OF 4 - 5. I WOULD LIKE TO HAVE AT LEAST SEVEN GROUPS. EACH GROUP WILL TAKE A DIFFERENT AREA. YOUR TASK IS TO BRAINSTORM OTHER BEHAVIORS WHICH MIGHT BE INDICATIVE OF PROBLEMS IN THAT AREA. FOR EXAMPLE, THIS GROUP WILL TAKE THE AREA OF HEALTH. ACCORDING TO YOUR HANDOUT, THERE ARE SEVEN BEHAVIORAL CHARACTERISTICS OF HEALTH PROBLEMS. IN YOUR GROUP, SUGGEST AS MANY OTHER BEHAVIORS AS YOU CAN WHICH COULD INDICATE HEALTH PROBLEMS. SELECT ONE PERSON TO BE A RECORDER. THAT PERSON WILL WRITE THEM ON THIS HANDOUT. YOU HAVE TEN MINUTES FOR THIS TASK.

ASK PARTICIPANTS TO FORM GROUPS OF 4 - 5. ASSIGN ONE CATEGORY TO EACH GROUP. ASK PARTICIPANTS TO SELECT A RECORDER. GIVE THE APPROPRIATE HANDOUT TO THE RECORDER IN EACH GROUP. ALLOW

PARTICIPANTS TO WORK IN GROUPS FOR TEN MINUTES. AFTER TEN MINUTES ASK EACH RECORDER TO READ THE LIST OF ITEMS THEIR GROUP HAS SUGGESTED. CONTINUE WITH SCRIPT AS FOLLOWS:

THERE IS ONE MORE CRITICAL POINT TO BE MADE BEFORE WE COMPLETE THIS TRAINING MODULE. THAT POINT CONCERNS HOW MUCH BEHAVIOR IS DEVIANT.

IF YOU RECALL, I HAVE SAID THAT THESE BEHAVIORS COULD SIGNAL THE NEED FOR EVALUATION. WHAT WE NEED TO CONSIDER IS HOW MUCH OF A DEVIATION IS SIGNIFICANT TO WARRANT A REFERRAL FOR EVALUATION. GENERALLY, FOR THE AREAS OF VISION OR HEARING, ONE OCCURRENCE IS ENOUGH TO INDICATE THAT THE CHILD SHOULD BE REFERRED FOR EVALUATION.

IN THE OTHER AREAS SUCH AS ACADEMIC, BEHAVIOR, SPEECH, ETC., IT IS NOT THAT EASY TO DETERMINE WHETHER A STUDENT SHOULD BE REFERRED FOR EVALUATION. SINCE ALL STUDENTS AT SOME TIME OR ANOTHER DEMONSTRATE BEHAVIORS WHICH FALL OUTSIDE THE NORMAL RANGE, AND SINCE ALL STUDENTS MAY DISPLAY DIFFERENCES FROM ONE BEHAVIORAL AREA TO THE NEXT, OUR TASK IS A DIFFICULT ONE.

NEVERTHELESS, A GOOD RULE OF THUMB TO USE IS THAT IF A STUDENT DISPLAYS DEVIANT BEHAVIORS OR ACADEMIC DEFICITS OVER PROLONGED PERIODS OF TIME, OR IF HIS OR HER BEHAVIORS INTERFERE WITH THE ACQUISITION OF SCHOOL LEARNING AND THE LEARNING OF OTHERS IN THE CLASS, THEN THE STUDENT SHOULD BE REFERRED FOR EVALUATION. YOU WILL RECEIVE MORE SPECIFIC CRITERIA AS TO WHEN TO REFER A STUDENT FOR EVALUATION IN THE MODULE ON REFERRAL.

BEHAVIORAL INDICATORS

NOW THAT YOU HAVE BEEN INFORMED ABOUT BEHAVIORAL INDICATORS OF POTENTIAL PROBLEMS, PLEASE STATE ONE THING YOU HAVE LEARNED AS A RESULT OF THIS PRESENTATION. ALSO STATE ONE THING YOU ALREADY KNEW ABOUT THIS MATERIAL.

ASK EACH PARTICIPANT TO COMPLETE THE FOLLOWING SENTENCES.

ONE THING WHICH I LEARNED FROM THIS PRESENTATION IS___________

____.

ONE THING WHICH I ALREADY KNEW ABOUT THIS MATERIAL IS_________

____.

SURVEY OF PUBLISHED INSTRUMENTS

USAGE SUMMARY

Purpose: To familiarize participants with a limited number of published screening instruments.

Objectives: Upon completion of this component each participant will describe in writing the following:

a) factors to be considered in selecting screening instruments

b) instruments to be used in identifying math, reading, and spelling difficulties

c) an approach for pinpointing behavioral problems

d) an approach for making an informal screening instrument

e) description of the BCP

Materials:

transparencies 1 - 25

handouts 1 - 2

Aids: Overhead projector, screen, chalkboard, chalk

Presentation Format: Large Group

Time: 1-3/4 hours

SURVEY OF PUBLISHED INSTRUMENTS

PRESENTATION OUTLINE

I. Introduction

II. Factors to be considered in selecting a screening instrument

III. Overview of screening instruments

    A. Teacher's Handbook of Diagnostic Screening

    B. Teacher's Handbook of Diagnostic Inventories

    C. Walker Problem Behavior Identification Checklist

    D. Survey of Psychoeducational Abilities

    E. Behavioral Characteristics Progression

    F. Other commercially available screening instruments

SPECIAL NOTES FOR THE TRAINER

1. Prior to conducting this training session, obtain copies of the instruments to be discussed.
2. Review them completely so that you will be able to respond to any questions raised by the participants.
3. Before the training, place the instruments on the table so that participants may examine them at the close of the session if they choose to do so.

SCRIPT TEXT

AS STATED EARLIER IN THIS COMPONENT, THE PURPOSE OF SCREENING IS TO IDENTIFY THOSE STUDENTS WHO ARE DISPLAYING BEHAVIORS WHICH ARE INTERFERING WITH LEARNING. THE SCREENING INSTRUMENT MAY BE TEACHER-CONSTRUCTED, OR IT MAY BE A PUBLISHED INSTRUMENT

THE TYPE OF SCREENING INSTRUMENT USED MAY BE DETERMINED AT THE LOCAL LEVEL OR THIS DECISION MAY BE LEFT TO THE INDIVIDUAL TEACHER.

IN THE MODULE ON ISSUES IN SCREENING WE LEARNED THAT THERE WERE SEVERAL FACTORS TO BE CONSIDERED WHEN CHOOSING A SCREENING INSTRUMENT. I WOULD LIKE TO BRIEFLY REVIEW THOSE.

SHOW TRANSPARENCY 1 (T-1)

COVER THE POINTS AS FOLLOWS:

AGE OF THE STUDENT:

GENERALLY, INSTRUMENTS CHOSEN SHOULD BE APPROPRIATE FOR THE CHRONOLOGICAL AGE OF THE STUDENT. THIS IS PARTICULARLY IMPORTANT WHEN CHOOSING INSTRUMENTS FOR PRESCHOOL, JUNIOR AND SENIOR HIGH.

SOCIO-ECONOMIC STATUS, LANGUAGE AND CULTURAL BACKGROUND:

MANY COMMERCIALLY AVAILABLE INSTRUMENTS DO NOT TAKE INTO ACCOUNT THE SOCIO-ECONOMIC STATUS, PRIMARY LANGUAGE OR CULTURAL

BACKGROUND OF STUDENTS. UNLESS CAREFUL ATTENTION IS GIVEN TO THE SELECTION OF THE INSTRUMENT IT IS DIFFICULT TO OBTAIN AN ACCURATE PICTURE OF THE STUDENT'S PERFORMANCE.

EASE IN ADMINISTRATION, SCORING AND INTERPRETATION:

SCREENING INSTRUMENTS SHOULD NOT BE TOO DEMANDING IN TERMS OF TIME NOR ASSESSMENT SKILLS REQUIRED TO ADMINISTER THEM. MACHINE SCORING AND STUDENT PROFILES GREATLY ENHANCE THE APPEAL OF MANY COMMERCIAL INSTRUMENTS.

VALIDATION OF PROCEDURES:

STANDARDIZED TESTS SHOULD BE VALIDATED FOR THE PURPOSES FOR WHICH THEY ARE TO BE USED. IF A TEST PURPORTS TO MEASURE THE ABILITY TO SPELL A SERIES OF WORDS, IT SHOULD REQUIRE THE STUDENT TO SPELL WORDS. THEREFORE, THE USE OF CHECKLISTS AND RATING SCALES WHICH HAVE BEEN VALIDATED IS PARTICULARLY DESIRABLE.

REGARDLESS OF THE SCREENING INSTRUMENT SELECTED, IT IS CRITICAL THAT TEACHERS ROUTINELY OBSERVE STUDENTS IN ALL AREAS RELEVANT TO ACADEMIC PROGRESS. IT IS ONLY THROUGH THIS TYPE OF OBSERVATION THAT APPROPRIATE REFERRALS FOR FURTHER TESTING CAN BE MADE.

IT IS THE PURPOSE OF THIS COMPONENT TO IDENTIFY A LIMITED NUMBER OF PUBLISHED SCREENING INSTRUMENTS WHICH CAN BE USED BY CLASSROOM TEACHERS WITH A MINIMUM OF TRAINING. BY NECESSITY, MANY GOOD COMMERCIAL INSTRUMENTS HAVE BEEN OMITTED. THE INSTRUMENTS SELECTED PROVIDE FOR SCREENING IN THE BASIC ACADEMIC AREAS AND COVER A WIDE RANGE OF GRADE LEVELS.

SURVEY OF PUBLISHED INSTRUMENTS

THE FIRST INSTRUMENT TO BE DISCUSSED IS THE TEACHER'S HANDBOOK OF DIAGNOSTIC SCREENING (MANN & SUITER, 1974). THIS SCREENING PROCEDURE, PUBLISHED BY ALLYN AND BACON, IS INTENDED TO PROVIDE INITIAL ASSESSMENT OF THE MINIMAL REQUIREMENTS NECESSARY FOR SUCCESS IN BASIC LANGUAGE TASKS, OR WHAT ARE COMMONLY CALLED "READINESS SKILLS." IT PROVIDES FURTHER ASSESSMENT OF THE STUDENT'S LEARNING STYLE BY ADDRESSING VISUAL, AUDITORY, LANGUAGE AND SPEECH PROCESSES CRITICAL TO ACADEMIC SUCCESS. IT IS GENERALLY CONSIDERED USEFUL IN SCREENING AGES FOUR TO TEN.

THE MANUAL PROVIDES THE FOLLOWING:

1. A PRIMARY DEVELOPMENTAL CHECKLIST
2. DEVELOPMENTAL SCREENING DEVICES
3. LIST OF SUPPLEMENTARY EVALUATIVE INSTRUMENTS
4. GLOSSARY AND BIBLIOGRAPHY
5. DUPLICATOR MASTERS

THE DEVELOPMENTAL CHECKLIST IS A FOUR-PAGE COMPILATION OF SKILLS APPROPRIATE FOR THE FOUR- TO SIX-YEAR-OLD. ALTHOUGH THE CHRONOLOGICAL AGE INDICATED HERE IS LOWER THAN THE NORMAL SCHOOL AGE, THE SKILLS REPRESENTED ARE THOSE OFTEN FOUND TO BE LACKING IN CHILDREN WHO ARE HAVING LEARNING PROBLEMS. THEREFORE, IT COULD BE A USEFUL SURVEY FOR POSSIBLY DIAGNOSING LEARNING DIFFICULTIES.

SHOW TRANSPARENCY 2 (T-2)

SURVEY OF PUBLISHED INSTRUMENTS

THERE ARE 18 DEVELOPMENTAL SCREENING DEVICES WHICH SCREEN FOR PROCESS DEFICITS IN THE AREAS OF VISION, HEARING, LANGUAGE AND SPEECH. FOR EACH OF THESE DEVICES THERE ARE DIRECTIONS, SCORING, THINGS TO LOOK FOR, AND A DUPLICATOR MASTER. IN ADDITION, THERE ARE, A RECORD FORM LISTING MINIMAL REQUIREMENTS, A DIAGNOSTIC WORKSHEET INDICATING STRENGTHS AND WEAKNESSES, AND AN EDUCATIONAL PROFILE SHEET WHICH COULD CONTRIBUTE SUBSTANTIALLY TO PRECISION REFERRAL.

THE NEXT SIX TRANSPARENCIES ILLUSTRATE EXAMPLES OF FEATURES PROVIDED IN THE DEVELOPMENTAL SCREENING DEVICES.

SHOW TRANSPARENCIES 3-8 (T-3-8)

CHAPTER 3 CONTAINS A LIST OF SUPPLEMENTARY EVALUATION INSTRUMENTS WHICH COULD BE USED TO VERIFY FINDINGS IN SCREENING. THESE TESTS ARE LISTED BY MODALITY AND BY PROCESS, WHERE APPROPRIATE. BIBLIOGRAPHIC INFORMATION ON EACH TEST IS ALSO LISTED.

SHOW TRANSPARENCY 8 (T-8)

THE MANN-SUITER TEACHER'S HANDBOOK OF DIAGNOSTIC SCREENING PROVIDES FOR SCREENING IN THE PROCESSES NECESSARY FOR THE ACQUISITION OF LANGUAGE AND IS PROBABLY BEST UTILIZED AS AN INDIVIDUAL SCREENING DEVICE. THE COMPANION MANUAL, TEACHER'S HANDBOOK OF DIAGNOSTIC INVENTORIES, ALSO PUBLISHED BY ALLYN AND

SURVEY OF PUBLISHED INSTRUMENTS

BACON, SURVEYS GRADE LEVELS ONE THROUGH SIX IN THE ACADEMIC AREAS OF SPELLING, READING, HANDWRITING, AND ARITHMETIC. THE NEXT TRANSPARENCY OUTLINES THE COMPONENTS OF THE MANUAL.

SHOW TRANSPARENCY 9 (T-9)

READ EACH POINT AS FOLLOWS:

THE MANUAL PROVIDES ALL OF THE FOLLOWING:

1. DEVELOPMENTAL SPELLING INVENTORY
2. DEVELOPMENTAL READING INVENTORIES
3. SCREENING FOR HANDWRITING
4. DEVELOPMENTAL ARITHMETIC INVENTORY
5. GLOSSARY OF LANGUAGE TERMS
6. DUPLICATOR MASTERS
7. READING KIT

THE DEVELOPMENTAL SPELLING INVENTORY CONSISTS OF SIX LISTS OF WORDS SELECTED FROM BASAL AND LINGUISTIC SPELLING LISTS. PROCEDURES FOR FINDING THE CORRECT ENTRY LEVEL FOR SCREENING ARE SUGGESTED. IT IS ALSO SUGGESTED THAT THE CHILD'S FUNCTIONAL LEVEL IN SPELLING BE USED AS AN ENTRY LEVEL FOR READING SCREENING SINCE CHILDREN CAN RARELY SPELL WORDS THEY CAN'T READ. THE NEXT TRANSPARENCY ILLUSTRATES THE SPELLING INVENTORY.

SHOW TRANSPARENCY 10 (T-10)

SURVEY OF PUBLISHED INSTRUMENTS

ONCE THE INVENTORY HAS BEEN ADMINISTERED, THE TEACHER SHOULD ANALYZE THE ERRORS MADE TO DETERMINE WHETHER THESE ERRORS ARE VISUAL OR AUDITORY. KNOWING THE MODALITY IN WHICH ERRORS MOST FREQUENTLY OCCUR COULD ALERT DIAGNOSTICIANS TO THE NEED FOR FURTHER EVALUATION OF THOSE MODALITIES. TRANSPARENCY 12 DEPICTS A FORM WHICH COULD BE USED TO PINPOINT THE MODALITY ERRORS.

SHOW TRANSPARENCY 11 (T-11)

THE DEVELOPMENTAL READING INVENTORIES ARE DESIGNED TO (A) ASSIST THE TEACHER IN IDENTIFYING THE STUDENT'S READING SKILLS AT THE INDEPENDENT, INSTRUCTIONAL AND FRUSTRATION LEVELS; (B) PROVIDE THE TEACHER WITH INFORMATION ABOUT THE STUDENT'S LANGUAGE ARTS SKILLS; (C) INDICATE THE STUDENT'S STRENGTHS AND WEAKNESSES THROUGH ANALYSIS OF PERFORMANCE. THE WORD RECOGNITION AREA IS ASSESSED THROUGH THE USE OF A TACHISTOSCOPE (DIRECTIONS INCLUDED) AND WORD LISTS. THE USE OF SYMBOLS IS SUGGESTED FOR RECORDING ERRORS AS WELL AS SCORING. AN ADDITIONAL ORAL LANGUAGE ASSESSMENT CAN BE DONE BY SELECTING THREE WORDS AT RANDOM AND ASKING THE STUDENT TO USE THE WORD IN A SENTENCE AND TELL WHAT THE WORD MEANS. BY ANALYZING THE RESPONSE IT IS POSSIBLE TO GET AN INDICATION OF CHILD'S CONCEPTUAL ABILITIES, I.E., CONCRETE VERSUS ABSTRACT.

SURVEY OF PUBLISHED INSTRUMENTS

THE NEXT SECTION IS INTENDED TO ASSESS THE STUDENT'S ABILITY TO READ A PARAGRAPH. PARAGRAPH CARDS ARE PROVIDED, AS ARE DITTO SCORING SHEETS. HOWEVER, IF THE TEACHER PREFERS, THE INVENTORY CAN BE CONSTRUCTED FROM ANY BASAL READING SERIES. SUGGESTED SCREENING PROCEDURES AND A SYSTEM FOR SYMBOL NOTATION ARE PROVIDED. TRANSPARENCY 12 ILLUSTRATES SCORING PROCEDURES FOR PARAGRAPH READING.

SHOW TRANSPARENCY 12 (T-12)

TEACHERS SHOULD NOT EXPECT TO BE PROFICIENT IN THE USE OF THIS SYMBOL SYSTEM DURING THE FIRST FEW ADMINISTRATIONS. BY COMBINING THE DATA GATHERED FOR WORD RECOGNITION AND COMPREHENSION, THE TEACHER CAN ASCERTAIN THE STUDENT'S READING LEVEL. AS YOU WILL SEE IN THE NEXT TRANSPARENCY, ALL INFORMATION CAN BE RECORDED ON THE "READING SUMMARY RECORD."

SHOW TRANSPARENCY 13 (T-13)

JUST AS AN ANALYSIS OF ERRORS IN SPELLING CAN PINPOINT THE NEED FOR FURTHER ASSESSMENT, IT IS ALSO BENEFICIAL TO MAKE AN ANALYSIS OF THE READING ERRORS. THIS ANALYSIS CAN AID IN DETERMINING THE STUDENT'S LEARNING STRENGTHS AND WEAKNESSES. THIS TRANSPARENCY DISPLAYS A FORM WHICH IS USEFUL FOR ANALYZING ERRORS.

SHOW TRANSPARENCY 14 (T-14)

A SUGGESTED PROCEDURE FOR SCREENING HANDWRITING USES THE STUDENT'S "BEST," "FASTEST," AND "USUAL" HANDWRITING. EVALUATIVE SUGGESTIONS ARE MADE FOR BOTH THE STUDENT BELOW GRADE TWO AND THE STUDENT IN GRADE TWO OR ABOVE. THREE MAIN DIFFICULTIES ARE STRESSED: POOR QUALITY OR ILLEGIBLE HANDWRITING, HANDWRITING THAT DETERIORATES UNDER PRESSURE, AND HANDWRITING THAT IS PRODUCED AT TOO SLOW A RATE. AGAIN, FINDINGS SHOULD BE RECORDED ON THE HANDWRITING PORTION OF THE "ANALYSIS OF ERRORS FORM." THE NEXT TRANSPARENCY SHOWS A FORM WHICH WOULD BE USED TO ANALYZE ERRORS.

SHOW TRANSPARENCY 15 (T-15)

THE LAST INVENTORY IN THIS MANUAL IS THE "DEVELOPMENTAL ARITHMETIC INVENTORY." A UNIQUE FEATURE HERE IS THE INCLUSION OF AN ARITHMETIC SEQUENCE, GRADES K THROUGH 5, IN 16 CATEGORIES OF ARITHMETIC SKILLS. IT IS SUGGESTED THAT THE TEACHER FIRST IDENTIFY BY GRADE LEVEL THE SKILLS WHICH THE LEARNER SHOULD HAVE. THIS CAN BE DONE THROUGH THE USE OF A STATE OR DISTRICT RECOMMENDED SEQUENCE OR THROUGH THE SEQUENCE PROVIDED IN THE MANUAL.

FOR EXAMPLE, AT THE END OF KINDERGARTEN, THE STUDENT SHOULD BE ABLE TO:

SURVEY OF PUBLISHED INSTRUMENTS

-MATCH ONE TO ONE
-MATCH SHAPES
-USE THE VOCABULARY OF SPACE AND POSITION
-ESTIMATE DISTANCE, HEIGHT AND QUANTITY
-ORDER BY HEIGHT
-COUNT ORALLY FROM 0-10
-WRITE NUMBERALS FROM 0-5
-IDENTIFY NUMERALS 0-10
-MATCH EQUIVALENT SETS
-RECOGNIZE SETS 0-5
-IDENTIFY ORDINALS 1ST-5TH

THIS TRANSPARENCY ILLUSTRATES THE MANN-SUITER GRADE LEVEL ARITHMETIC SEQUENCE.

SHOW TRANSPARENCY 16 (T-16)

ONCE A TEACHER IS AWARE OF THE PARTICULAR SKILLS NEEDED FOR EACH GRADE LEVEL, HE OR SHE CAN CONSTRUCT A SCREENING INSTRUMENT TO ASSESS THE STUDENT'S COMPETENCY IN THOSE SKILLS. THE DIRECTIONS FOR THE DEVELOPMENT OF A TEACHER'S TESTING KIT WILL FACILITATE THE CONSTRUCTION OF THE SCREENING INSTRUMENT. TRANSPARENCY 18 IS A COPY OF THE INVENTORY FOR DEVELOPING YOUR OWN TEST KIT.

SHOW TRANSPARENCY 17 (T-17)

SURVEY OF PUBLISHED INSTRUMENTS

SO FAR I HAVE PRESENTED QUITE A BIT OF INFORMATION ABOUT THE INVENTORIES FOR SCREENING THE AREAS OF READING, SPELLING, HANDWRITING AND ARITHMETIC. THE SPELLING AND HANDWRITING INVENTORIES COULD BE ADMINISTERED IN A GROUP SETTING. HOWEVER, THE READING AND ARITHMETIC SCREENING ARE PROBABLY BEST ACCOMPLISHED ON AN INDIVIDUAL BASIS.

ARE THERE ANY QUESTIONS ABOUT THE MATERIALS WHICH HAVE BEEN PRESENTED?

RESPOND TO PARTICIPANTS' QUESTIONS.

YOU HAVE BEEN ATTENTIVE FOR QUITE SOME TIME NOW. I WOULD LIKE TO PROVIDE YOU WITH AN OPPORTUNITY TO RESPOND TO SOME QUESTIONS SO THAT I MAY ASSESS YOUR COMPREHENSION OF THE MATERIAL WHICH HAS BEEN PRESENTED UP TO THIS POINT.

WHO CAN NAME SOME FACTORS WHICH SHOULD BE CONSIDERED IN THE SELECTION OF SCREENING INSTRUMENTS?

ASK ONE PARTICIPANT TO RESPOND TO QUESTION.

WRITE RESPONSE ON CHALKBOARD.

WHAT IS THE NAME OF THE SCREENING INSTRUMENTS WHICH HAVE BEEN REVIEWED THUS FAR?

WRITE RESPONSES ON CHALKBOARD.

WHAT AREAS CAN BE SCREENED USING THESE INSTRUMENTS?

WRITE RESPONSES ON CHALKBOARD.

WHY IS IT IMPORTANT TO MAKE AN ANALYSIS OF A STUDENT'S ERRORS?

WRITE RESPONSES ON CHALKBOARD.

NOW THAT YOU HAVE DEMONSTRATED YOUR KNOWLEDGE OF THE MANN-SUITER, WE WILL GO ON TO A REVIEW OF ANOTHER INSTRUMENT. THE NEXT INSTRUMENT TO BE DISCUSSED IS THE WALKER PROBLEM BEHAVIOR IDENTIFICATION CHECKLIST.

THE WALKER IS PUBLISHED BY WESTERN PSYCHOLOGICAL SERVICES. IT CAN BE USED AS A SCREENING DEVICE TO IDENTIFY BEHAVIORAL PROBLEMS. IT SAMPLES SUCH BEHAVIORS AS ACTING OUT, IMMATURITY, DISTRACTABILITY, WITHDRAWAL AND INAPPROPRIATE RELATIONSHIPS WITH PEERS. THE BEHAVIORS TO BE RATED ARE SPECIFIC AND OBSERVABLE. FOR EXAMPLE, ONE ITEM TO BE RATED STATES "DOES NOT OBEY UNTIL THREATENED WITH PUNISHMENT." THAT IS A BEHAVIOR WHICH IS EASILY OBSERVABLE, IT DOES NOT REQUIRE THE TEACHER TO MAKE AN INTERPRETATION AS TO WHETHER THE BEHAVIOR IS PRESENT OR ABSENT. WHEN SELECTING A CHECKLIST FOR IDENTIFICATION IT IS CRUCIAL TO SELECT ONES WHICH PINPOINT OBSERVABLE BEHAVIORS. USE OF OBSERVABLE BEHAVIORS FACILITATES IDENTIFICATION OF BEHAVIORAL PROBLEMS.

SURVEY OF PUBLISHED INSTRUMENTS

PASS OUT COPIES OF THE WALKER CHECKLIST.

ASK PARTICIPANTS IF THEY HAVE ANY QUESTIONS ABOUT IT.

ANOTHER INSTRUMENT HELPFUL IN SCREENING WAS DEVELOPED BY ROBERT VALLET. HIS BOOK, A HANDBOOK OF PSYCHOEDUCATIONAL RESOURCE PROGRAMS, PRESENTS A USEFUL SURVEY OF ABILITIES IN SIX MAJOR AREAS OF LEARNING; NAMELY, GROSS MOTOR DEVELOPMENT, SENSORY-MOTOR INTEGRATION, PERCEPTUAL MOTOR SKILLS, LANGUAGE DEVELOPMENT, CONCEPTUAL SKILLS, AND SOCIAL SKILLS.

THE MANUAL CONTAINS A LIST OF OPERATIONAL DEFINITIONS OF THE 53 PROGRAMS INCLUDED UNDER THE SIX MAJOR HEADINGS. THIS TRANSPARENCY PROVIDES THE LIST OF DEFINITIONS.

SHOW TRANSPARENCY 18 (T-18)

FOLLOWING THE DEFINITIONS ARE TWO FORMS DESIGNED TO PROVIDE EDUCATORS WITH STUDENT PROFILES TO BE USED AFTER IDENTIFICATION OF PROBLEM AREAS. THE NEXT TRANSPARENCY SHOWS THE STUDENT PROFILES.

SHOW TRANSPARENCY 19 (T-19)

THE EVALUATION FORM IS SIMPLY A CHECKLIST OF THE 53 SKILLS DIVIDED INTO THE SIX MAJOR LEARNING AREAS. IT IS RECOMMENDED THAT THE EVALUATOR SUBJECTIVELY RATE THE STUDENT ON PRESENT PERFORMANCE. THE RATING SHOULD REFLECT A COMPOSITE OF ALL AVAILABLE DATA AND IMPRESSIONS. UPON COMPLETION OF THIS CHECK-

LIST THE EDUCATOR CAN IDENTIFY THE AREAS OF STRENGTH AND WEAKNESS.

THE SECOND FORM, "PUPIL PROGRESS REPORT BY TEACHER," CAN BE USED PERIODICALLY THROUGHOUT THE SCHOOL YEAR TO RECORD PROGRESS AND MAKE RECOMMENDATIONS.

SHOW TRANSPARENCY 20 (T-20)

THE LARGEST PART OF THE MANUAL THEN FOLLOWS. IT IS COMPOSED OF THE 53 RESOURCE PROGRAMS LISTED IN NUMERICAL ORDER AND DIVIDED INTO THE SIX CATEGORIES. THE RESOURCE PROGRAMS CAN LATER AID THE TEACHER IN REMEDIATIONS OF PROBLEM AREAS IDENTIFIED THROUGH INITIAL SCREENING.

EACH PROGRAM CONTAINS A DEFINITION OF THE SKILL, ILLUSTRATION OF THE SKILL, THE EDUCATIONAL RATIONALE FOR TESTING THE SKILL IN THE LEARNING SEQUENCE, AND SUGGESTED PROGRAM IDEAS.

A LIST OF REFERENCES WHICH CONTAINS SUGGESTIONS FOR RELATED PROGRAMS, INSTRUCTIONAL MATERIALS, FURTHER EVALUATION, AND GENERAL BACKGROUND REFERENCES IS INCLUDED. ALSO INCLUDED IS A SAMPLE PROGRAM WITH STIMULUS CARDS.

SHOW TRANSPARENCIES 21 & 21A (T-21-21A)

IN MANY CASES, THE SUGGESTIONS ARE APPLICABLE TO A WIDE AGE SPAN, FROM KINDERGARTEN THROUGH 12TH GRADE.

SURVEY OF PUBLISHED INSTRUMENTS

SHOW TRANSPARENCY 22 (T-22)

SINCE IT IS SUGGESTED THAT THE ASSESSMENT BE A SUBJECTIVE EVALUATION OF THE STUDENT'S FUNCTIONAL LEVEL, AN EDUCATOR COULD COMPLETE THE CHECKLIST ON SEVERAL STUDENTS AT THE SAME TIME.

THE LAST INSTRUMENT TO BE DISCUSSED IN THIS SURVEY IS THE BEHAVIORAL CHARACTERISTICS PROGRESSION, PUBLISHED BY THE V.O.R.T. CORPORATION IN PALO ALTO, CALIFORNIA. MOST COMMONLY REFERRED TO AS THE B.C.P., IT IS A NON-STANDARDIZED CONTINUUM OF BEHAVIORS IN CHART FORM. AGES AND LEVELS ARE NOT MENTIONED. THE 2,400 BEHAVIORAL TRAITS OR CHARACTERISTICS HAVE BEEN GROUPED INTO 59 BEHAVIORAL STRANDS. THE STRANDS GENERALLY BEGIN WITH #1.0 REPRESENTING THE MOST PRIMARY OF THE TASKS AND PROCEED UP TO #50.0, WHICH APPROXIMATES WHAT SOCIETY ACCEPTS AS "ADULT" BEHAVIOR. THESE TRANSPARENCIES SHOW STRANDS AND DEFINITIONS AND CHARACTERISTICS INVOLVED IN TASK COMPLETION.

SHOW TRANSPARENCIES 23 & 24 (T-23-24)

B.C.P.'S 1-22 CONTAIN SELF-HELP, PERCEPTUAL-MOTOR AND LANGUAGE STRANDS; 23-45 CONTAIN SOCIAL, ACADEMIC, RECREATIONAL, AND VOCATIONAL STRANDS; 46-59 CONTAIN STRANDS PARTICULARLY APPLICABLE FOR THE DEAF, BLIND AND ORTHOPEDICALLY HANDICAPPED.

SURVEY OF PUBLISHED INSTRUMENTS

SHOW TRANSPARENCY 25 (T-25)

THE TEACHER SHOULD ALSO RECORD THE DATE OF OBSERVATION.

ALTHOUGH THE B.C.P. WAS DESIGNED AS AN ASSESSMENT TOOL, IT CAN BE USED TO IDENTIFY WHICH BEHAVIORAL CHARACTERISTICS A STUDENT DISPLAYS AND WHICH HE/SHE DOES NOT. FOR THIS REASON IT CAN BE USEFUL AS A SCREENING DEVICE.

THE INSTRUMENTS WHICH HAVE BEEN PRESENTED ARE A SMALL SAMPLE OF WHAT IS AVAILABLE FOR SCREENING. WHEN SELECTING A SCREENING INSTRUMENT, REMEMBER TO SELECT ONE WHICH IS SUITED TO YOUR PURPOSE AND EXPEDIENT TO ADMINISTER, SCORE AND INTERPRET. THIS HANDOUT WILL PROVIDE YOU WITH INFORMATION ON OTHER INSTRUMENTS WHICH ARE AVAILABLE FOR SCREENING PURPOSES.

PASS OUT HANDOUT 1 (H-1-2)

ARE ANY OF YOU USING INSTRUMENTS LISTED ON THE HANDOUT? CAN YOU TELL US SOMETHING ELSE ABOUT THEM?

WAIT FOR PARTICIPANT RESPONSE.

NOW THAT YOU HAVE BECOME AWARE OF SEVERAL SCREENING INSTRUMENTS, PLEASE COMPLETE THIS WORKSHEET. YOU WILL HAVE 15 MINUTES TO COMPLETE THE TASK.

PASS OUT HANDOUT 2 (H-3-4)

SURVEY OF PUBLISHED INSTRUMENTS

AFTER 15 MINUTES, REVIEW THE WORKSHEET WITH THEM, PROVIDE FEEDBACK AND ASK PARTICIPANTS TO CORRECT THEIR ERRONEOUS RESPONSES.

AFTERWARDS, REFER PARTICIPANTS TO INSTRUMENTS ON THE TABLE WHICH THEY MAY EXAMINE AT THEIR LEISURE.

USAGE SUMMARY

Purpose: To familiarize participants with procedures to be used in making a referral.

Objective: At the end of this component, each participant will:

--complete a written referral for evaluation services.

Materials:

transparencies 1-4

handout 1

Aids: Overhead projector, screen, transparency pen, chalk, chalkboard

Presentation Format: Large group presentation

Time: 1½ hours

REFERRAL PROCESS

PRESENTATION OUTLINE

I. Introduction

II. Referral Issues

- A. What is referral?
- B. Who should be referred?
- C. Who can refer a student?
- D. How does the referral process work?
- E. What information should be included on the referral form?
- F. What records should be kept?

SCRIPT TEXT

IN THE PRECEDING MODULES WE HAVE CONTINUALLY REINFORCED SCREENING AS THE FIRST STEP IN THE DELIVERY OF SERVICES TO STUDENTS WHO MAY BE HANDICAPPED. ONCE SCREENING HAS BEEN COMPLETED, THE NEXT STEP IS TO MAKE A REFERRAL FOR SPECIAL EDUCATION SERVICES. THIS MODULE WILL FAMILIARIZE YOU WITH THE PROCEDURES TO BE USED IN MAKING A REFERRAL.

AT THE COMPLETION OF THIS COMPONENT, IT IS ANTICIPATED THAT YOU WILL HAVE COMPLETED A WRITTEN REFERRAL FOR EVALUATION SERVICES.

IN ORDER TO UNDERSTAND HOW THE REFERRAL PROCESS WORKS WE MUST FIRST EXAMINE THESE ISSUES:

SHOW TRANSPARENCY 1 (T-1)

READ POINTS.

1. WHAT IS REFERRAL?
   REFERRAL IS THE PROCESS WHICH GENERALLY FOLLOWS SCREENING. IT IS A FORMAL PROCEDURE FOR REQUESTING HELP IN DETERMINING: A) THE REASONS WHY A STUDENT IS HAVING DIFFICULTY IN SCHOOL, AND B) THE KINDS OF INTERVENTIONS WHICH MIGHT BE HELPFUL IN RESOLVING THE PROBLEM.
2. WHO SHOULD BE REFERRED?
   A STUDENT SHOULD BE REFERRED FOR COMPREHENSIVE MULTIDISCIPLINARY ASSESSMENT IF SCREENING RESULTS, OR A RECOMMENDATION FROM A TEACHER, PARENT, OR A PROFESSIONAL INDICATE A POSSIBLE

NEED FOR SPECIAL EDUCATION SERVICES. WHEN WE DISCUSSED ISSUES IN SCREENING WE SAID THAT DISTRICTS SHOULD ADOPT CRITERIA TO DETERMINE WHO SHOULD BE REFERRED FOR EVALUATION. WHO CAN RECALL THE REFERRAL CRITERIA PROVIDED AT THAT TIME?

ASK FOR PARTICIPANT RESPONSE. WRITE RESPONSES ON THE CHALKBOARD. IF GROUP IS SLOW TO RESPOND, BEGIN THE LIST AS FOLLOWS:

ONE EXAMPLE IS THAT WE WOULD REFER A STUDENT WHOSE STANDARDIZED TESTS INDICATED A PERCENTILE OF 25 OR LESS, OR WHOSE GRADE PLACEMENT LAGGED AS FOLLOWS:

--KG-1 - 6 MONTHS BEHIND
--2 & 3 - 1 YEAR BEHIND
--4-8 - 2 YEARS BEHIND
--9-12 - 3 YEARS BEHIND

WHOM ELSE WOULD WE REFER?

PROMPT FOR RESPONSES IN ORDER TO DEVELOP THE FOLLOWING LIST:

STUDENTS WHOSE RECORDS SHOW:

CONTINUING FAILURES OR MARGINAL GRADES IN MORE THAN ONE SUBJECT

ONE OR MORE RETENTIONS IN A GRADE

PROLONGED PERIODS OF NOT ATTENDING SCHOOL

INDICATIONS OF SUSPENSIONS, EXPULSIONS, OR FREQUENT DISCIPLINARY ACTIONS

CHRONIC HEALTH PROBLEMS

REFERRAL PROCESS

STUDENTS WHOM TEACHER OBSERVES TO HAVE PROBLEMS IN:

VISUAL OR AUDITORY ACUITY

MOTOR FUNCTIONING

ACADEMIC OR COMMUNICATION AREAS TO THE EXTENT THAT THEY CANNOT PROFIT FROM REGULAR CLASSROOM INSTRUCTION

BEHAVIORAL FUNCTIONING TO SUCH AN EXTENT THAT THE BEHAVIOR INTERFERES WITH THE STUDENT'S LEARNING OR THE LEARNING OF OTHERS IN THE CLASSROOM

STUDENTS WHOSE SCORES ON STANDARDIZED TESTS ARE BELOW THE 10TH PERCENTILE OR WHOSE GRADE LAG IS MORE SEVERE THAN PREVIOUSLY STATED.

2. WHO CAN REFER A STUDENT?

REFERRALS MAY ORIGINATE FROM SEVERAL SOURCES. REFERRAL MAY COME FROM THESE SOURCES:

SHOW TRANSPARENCY 2 (T-2)

DISCUSS EACH POINT AS FOLLOWS:

-BUILDING PERSONNEL

EVEN THE BEST SCREENING PROGRAM ALLOWS SOME STUDENTS WHO MAY BE HANDICAPPED TO SLIP THROUGH UNDETECTED. SO SCHOOL EMPLOYEES, ESPECIALLY CLASSROOM TEACHERS, SHOULD FEEL FREE TO REFER ANY STUDENT WHOM THEY THINK MAY HAVE A

LEARNING OR BEHAVIOR PROBLEM. THE PROCESS OF REFERRING STUDENTS SHOULD BE FLEXIBLE ENOUGH THAT ANY PROFESSIONAL EMPLOYEE OF THE DISTRICT WILL FEEL FREE TO REFER A STUDENT. THE CHILD'S PARENTS OR LEGAL GUARDIAN SHOULD BE NOTIFIED BEFORE ANY ACTION IS TAKEN ON THE REFERRAL.

IT IS RECOMMENDED THAT ANY REFERRAL INITIATED BY BUILDING PERSONNEL HAVE THE BUILDING PRINCIPAL'S SIGNATURE. THE PRINCIPAL MAY HAVE ADDITIONAL INFORMATION ON THE STUDENT AND/OR THE FAMILY WHICH IS PERTINENT TO THE CONCERN. MOREOVER, THE PRINCIPAL IS LEGALLY RESPONSIBLE FOR EVERY STUDENT IN THE SCHOOL BUILDING SO THE REFERRAL FORM SHOULD HAVE HIS OR HER SIGN OFF.

- PARENTS

A CHILD'S PARENTS MAY BELIEVE THAT THE CHILD NEEDS PROFESSIONAL TESTING AND EVALUATION. IN THAT CASE, THE PARENT MAY REQUEST THAT THE CHILD BE REFERRED BY CONTACTING A REPRESENTATIVE OF THE SCHOOL, EVEN IF THE SCHOOL'S ORIGINAL SCREENING PROGRAM DID NOT INDICATE THAT THE CHILD NEEDED TO BE REFERRED.

- PERSONS OUTSIDE OF THE SCHOOL

REFERRALS MAY ALSO COME FROM ANY PERSON IN THE COMMUNITY - A PUBLIC HEALTH NURSE, SOCIAL WORKER, FAMILY PHYSICIAN, ETC. - WHO DEALS WITH THE CHILD REGULARLY OUTSIDE THE SCHOOL. SUCH A PERSON IS OFTEN IN A GOOD POSITION TO

OBSERVE BEHAVIOR THAT MAY BE INTERFERING WITH SCHOOL LEARNING AND/OR ADJUSTMENT.

- THE CHILD HIM/HERSELF

  STUDENTS' CONCERNS ABOUT THEMSELVES SHOULD ALWAYS BE TAKEN SERIOUSLY. WHENEVER A STUDENT REFERS HIM/HERSELF, INVESTIGATION OF THE CONCERN IS WARRANTED.

4. HOW DOES THE REFERRAL PROCESS WORK?

THE REFERRAL PROCESS BEGINS WITH THE IDENTIFICATION OF A CONCERN. SOMEONE HAS A CONCERN THAT THE CHILD IS NOT ACHIEVING UP TO EXPECTED GRADE LEVEL OR THAT HIS/HER BEHAVIOR IS INTERFERING WITH THE CHILD'S LEARNING OR THE LEARNING OF THOSE IN THE CLASS.

AT THAT POINT, A WRITTEN REFERRAL FORM SHOULD BE COMPLETED AND ROUTED TO THE PRINCIPAL OR THE PRINCIPAL'S DESIGNEE. THE PRINCIPAL OR DESIGNEE SHOULD THEN REVIEW THE REFERRAL WITH OTHER BUILDING STAFF IN ORDER TO VERIFY THE CONCERN.

VERIFICATION INVOLVES CONFIRMING THE CONCERN EITHER BY: 1) MATCHING INFORMATION FROM ONE SOURCE WITH INFORMATION FROM ANOTHER SOURCE (E.G., TEACHER'S CONCERN ABOUT ACHIEVEMENT IS MATCHED TO INFORMATION IN THE STUDENT'S RECORDS); 2) MATCHING TWO OR MORE KINDS OF INFORMATION (E.G., GROUP TESTING SCORES WITH A REVIEW OF THE RECORDS) AND/OR 3) OBTAINING AN INDEPENDENT OBSERVATION OF THE CONCERN (E.G., IF A TEACHER HAS A CONCERN ABOUT A STUDENT'S BEHAVIOR IN THE

CLASS, INFORMAL CONVERSATIONS COULD BE HELD WITH OTHER PEOPLE WHO ROUTINELY INTERACT WITH THE CHILD (I.E., PARENTS, CAFETERIA PERSONNEL) TO SEE IF THEY HAVE ALSO OBSERVED PROBLEMS WITH THE STUDENT'S BEHAVIOR).

IF THERE IS AGREEMENT BETWEEN TWO OR MORE SOURCES OR KINDS OF INFORMATION OR BETWEEN INDEPENDENT OBSERVERS IN SUPPORT OF A CONCERN, THE VERIFIED CONCERN IS CONSIDERED A PROBLEM. SOMEONE ON THE REFERRAL REVIEW COMMITTEE SHOULD CONTACT THE PARENTS TO OBTAIN A WRITTEN CONSENT FOR EVALUATION.

STATE AND FEDERAL REGULATIONS REQUIRE THAT WRITTEN PRIOR NOTICE BE SENT WHEN THE EDUCATIONAL AGENCY PROPOSES TO INITIATE A CHANGE IN THE IDENTIFICATION AND EVALUATION OF A STUDENT. IT MAY BE ADMINISTRATIVELY FEASIBLE TO COMBINE THE NOTICE AND CONSENT INTO ONE FORM.

IF THERE IS NO CONFIRMING EVIDENCE OR OBSERVATION TO SUPPORT THE CONCERN THEN THE REFERRAL REVIEW COMMITTEE COULD: 1) LOOK FOR ADDITIONAL INFORMATION (E.G., CONTACT OUTSIDE AGENCIES WHO MAY HAVE WORKED WITH THE STUDENT OR HIS/HER PARENT(S) OR ASK FOR ANOTHER INDEPENDENT OBSERVATION). (NOTE: THESE INDEPENDENT OBSERVATIONS ARE INFORMAL OBSERVATIONS OF THE BEHAVIOR WHICH HAVE BEEN NOTED BEFORE ACTION IS TAKEN ON THE REFERRAL.) ADDITIONAL OBSERVATION OF THE STUDENT MAY BE NEEDED AS A PART OF THE ASSESSMENT BUT THIS CANNOT BE DONE WITHOUT PARENTAL CONSENT. 2) LOOK FOR OTHER OPTIONS TO HELP THE CHILD (E.G., SPECIAL MEDIA OR MATERIALS, TUTORS OR AIDES, CURRICULUM MODIFICATIONS), 3) ACT ON THE STRENGTH OF THE UNVERIFIED CONCERN AND SEEK EVALUATION OF THE PROBLEM.

ALTHOUGH P.L. 94-142 DOES NOT REQUIRE VERIFICATION OF THE CONCERN, THIS IS SUGGESTED AS A BEST PRACTICE BECAUSE VERIFICATION OF THE CONCERN SHARPENS THE ABILITY OF PERSONNEL TO MAKE CRITICAL JUDGEMENTS ABOUT CHILDREN, TO UTILIZE MULTIPLE KINDS OF INFORMATION AND TO COMMUNICATE WITH MEMBERS OF THE SPECIAL SERVICES STAFF, WHICH, IN TURN, PROMOTES A SHARED UNDERSTANDING OF CHILDREN'S NEEDS. VERIFICATION OF THE CONCERN CAN ALSO DECREASE THE NUMBER OF INACCURATE REFERRALS AND THEREBY ALLOW MORE TIME TO BE ALLOTED TO THE REFERRALS THAT SHOULD RECEIVE ATTENTION.

5. WHAT INFORMATION SHOULD BE INCLUDED ON THE REFERRAL FORM?

THE REFERRAL FORM REPRESENTS A STATEMENT OF CONCERN ABOUT A STUDENT'S LEARNING. IN SCHOOLS WHERE SPECIAL EDUCATION PROGRAMS ARE AVAILABLE, THE REFERRAL STATEMENT IS OFTEN THE INITIAL BASIS OF COMMUNICATION BETWEEN THE REFERRAL SOURCE AND THE SPECIAL SERVICES PERSONNEL. FOR THIS REASON, THE REFERRAL FORM SHOULD BE CLEAR, CONCISE AND EASY TO COMPLETE. CAREFUL CONSIDERATION SHOULD BE GIVEN TO DESIGNING A REFERRAL FORM WHICH IS NOT TOO DEMANDING IN TERMS OF ASSESSMENT SKILLS NOR TIME NEEDED TO COMPLETE IT.

THE REFERRAL FORM SHOULD CONTAIN AT LEAST THESE COMPONENTS:

SHOW TRANSPARENCY 3 (T-3)

REFERRAL PROCESS

DISCUSS EACH POINT AS FOLLOWS:

--INCLUDES ACCURATE IDENTIFYING INFORMATION: AGE, BIRTHDATE, DATE OF REFERRAL; DATE TESTING WAS DONE, ETC. ALTHOUGH THIS IS AN OBVIOUS POINT, REFERRALS ARE OFTEN SUBMITTED WITHOUT THIS DATA. SINCE THE REFERRAL FORM WILL BECOME PART OF THE STUDENT'S FILE IT IS IMPORTANT THAT CAREFUL RECORDS BE KEPT. ALSO, THE REFERRING AGENT SHOULD BE IDENTIFIED BY NAME AND POSITION.

--THE CHILD'S PROBLEM IS STATED PRECISELY. REFERRAL STATEMENTS SHOULD BE SPECIFIC AND ATTEMPT TO DELIMIT THE PROBLEM; FOR EXAMPLE, "REFUSES TO JOIN IN GROUP ACTIVITIES, ALWAYS PLAYS ALONE."

--AVOIDS MAKING INFERENCES AS TO WHY THE CHILD BEHAVES IN A CERTAIN WAY; IT INCLUDES DESCRIPTIONS OF WHAT THE CHILD ACTUALLY DOES, NOT INTERPRETATIONS. FOR EXAMPLE, "JOHNNY IS OUT OF HIS SEAT 10 TIMES IN A 5 MINUTE PERIOD," NOT "JOHNNY IS HYPERACTIVE."

--PROVIDES AS MUCH SUPPORTIVE DOCUMENTATION OF THE PROBLEM STATEMENT AS POSSIBLE (E.G., TEST SCORES, HEALTH HISTORY, GRADES, ETC.). THE EXTENT TO WHICH THE PROBLEM STATEMENT IS SUPPORTED BY DATA WHICH THE REFERRAL AGENT HAS GATHERED WILL HELP TO POINT TO SPECIFIC ASSESSMENT STRATEGIES AND AVOID DUPLICATION OF EFFORT. IN ADDITION, IT WOULD BE HELPFUL TO INCLUDE THE SCREENING CHECKLISTS ALONG WITH THE REFERRAL FORM FOR SUPPORTIVE DATA.

--INCLUDES SPECIFIC COMMENTS ON LEARNER STRENGTHS. THIS PLACES POSITIVE EMPHASIS ON THE POSITIVE ASPECTS OF THE LEARNER'S BEHAVIOR WHILE AT THE SAME TIME PROVIDING VALUABLE IDEAS FOR PLANNING REMEDIATION.

THE NEXT TRANSPARENCY IS A MODEL OF A REFERRAL FORM WHICH CONTAINS ALL OF THESE ELEMENTS.

SHOW TRANSPARENCY 4 (T-4)

GIVE PARTICIPANTS TIME TO LOOK IT OVER.

HERE IS A TRANSPARENCY OF A COMPLETED REFERRAL FORM. IT GIVES AN EXAMPLE OF THE KIND OF INFORMATION WHICH COULD BE WRITTEN IN EACH CATEGORY.

SHOW TRANSPARENCY 5 (T-5)

ALLOW TIME FOR PARTICIPANTS TO READ IT AND ASK QUESTIONS.

THE LAST POINT CONCERNS:

6. WHAT RECORDS SHOULD BE KEPT:

AT A MINIMUM, DOCUMENTATION SHOULD BE KEPT OF THE FOLLOWING:

--THE DATE THE REFERRAL WAS RECEIVED
--THE ACTION TAKEN AS A RESULT OF THE REFERRAL
--THAT WRITTEN PRIOR NOTICE HAS BEEN SENT
--THAT WRITTEN PARENTAL CONSENT HAS BEEN OBTAINED
--THAT FOLLOW UP HAS BEEN PROVIDED.

ARE THERE ANY QUESTIONS ABOUT THE MATERIAL PRESENTED THUS FAR?

RESPOND TO PARTICIPANTS' QUESTIONS.

NOW THAT THE DISCUSSION ON THE REFERRAL PROCESS HAS BEEN COMPLETED, I WOULD LIKE YOU TO PARTICIPATE IN AN ACTIVITY WITH ME. I'D LIKE FOR YOU TO CLOSE YOUR EYES JUST FOR A MINUTE. PICTURE YOUR CLASSROOM.....THE DESKS.....THE CLOCK.....THE PILE OF PAPERS ON YOUR DESK THAT NEED TO BE GRADED.....THE CHILDREN GOING TO RECESS. THINK OF THE CHILDREN IN YOUR CLASSROOM.....HOW MANY DO YOU HAVE.....17....23....29....TOO MANY?

IF YOU DON'T HAVE A CLASSROOM, THINK OF SOME SITUATION WHERE YOU HAVE RECENTLY INTERACTED WITH CHILDREN. IT MAY BE CHILDREN IN THE NEIGHBORHOOD, AT CHURCH, IN THE LUNCH ROOM, ETC. FOCUS ON A PARTICULAR SITUATION THAT INVOLVES CHILDREN JUST FOR A MOMENT.

FOCUS ON ONE STUDENT. THINK ABOUT THIS STUDENT FOR A MINUTE. IS THIS STUDENT SOMEONE WITH WHOM YOU HAVE PERSISTENT PROBLEMS, OR A PERSONALITY CONFLICT? DOES HE OR SHE REFUSE TO DO WHAT YOU REQUEST, OR FREQUENTLY BREAK THE RULES? DO YOU FREQUENTLY HAVE TO TELL HIM/HER TO BE QUIET? DOES HE/SHE INTERFERE WITH OTHERS IN THE CLASS? IS HE/SHE VERY SHY? IS HE/SHE SOMEONE WHO NEVER INTERACTS WITH OTHER CHILDREN? OR IS THIS STUDENT SOMEONE WHO IS INTERESTED IN SCHOOL, FREQUENTLY ASKS TO HELP OTHER STUDENTS, DOES THINGS WITHOUT BEING TOLD, ETC.? IS THIS A STUDENT WHO FREQUENTLY BRINGS HOBBIES IN TO SHARE WITH OTHER STUDENTS? NOW OPEN YOUR

EYES. HOW MANY OF YOU THOUGHT OF BOYS? GIRLS? I WOULD LIKE A FEW OF YOU TO TELL ME THE STUDENT'S FIRST NAME AND WHY YOU THOUGHT ABOUT HIM/HER.

ASK ABOUT 6 PARTICIPANTS TO NAME A STUDENT AND TELL WHY THEY THOUGHT ABOUT HIM/HER.

IF YOU THOUGHT OF A STUDENT WHO IS TROUBLESOME TO YOU OR TO OTHER STUDENTS IN THE CLASS, THEN YOU HAVE A CONCERN ABOUT THAT STUDENT. WE'VE SAID THAT THE REFERRAL PROCESS BEGINS WITH THE IDENTIFICATION OF A CONCERN. SO WHAT WE WILL DO NOW IS COMPLETE A REFERRAL FORM ON THAT STUDENT.

PASS OUT HANDOUT 1 (H-1)

FIRST OF ALL, COMPLETE ALL OF THE IDENTIFYING INFORMATION ABOUT THE STUDENT; NAME, SCHOOL, AGE, GRADE, ETC.

NEXT, FILL IN YOUR OWN NAME IN THE SPACE "REFERRED BY." ALSO FILL IN YOUR POSITION, E.G., READING TEACHER, 5TH GRADE TEACHER, ETC. LET'S GO NEXT TO PARAGRAPH 1 OF THE FORM, THE SPECIFIC BEHAVIOR THAT LED TO THE REFERRAL. DID THE STUDENT PHYSICALLY ASSAULT SOMEONE, DID HE TEAR UP BOOKS? HAS SHE RECEIVED FAILING GRADES FOR THE LAST 3 MARKING PERIODS? WHATEVER THE BEHAVIOR ABOUT WHICH YOU ARE CONCERNED, WRITE THAT INFORMATION UNDER SECTION 1.

SCREENING:

REFERRAL PROCESS

THE NEXT SECTION ASKS UNDER WHAT CONDITIONS THE PROBLEM EXISTS. DOES THE PROBLEM ONLY OCCUR DURING ACADEMIC PERIODS OR DOES IT CARRY OVER INTO NONACADEMIC PERIODS LIKE LUNCH, PLAYGROUND, THE BUS, ETC. KNOWING THE CONDITIONS UNDER WHICH THE BEHAVIOR EXISTS CAN PROVIDE INFORMATION FOR MODIFYING THOSE CONDITIONS IF A BEHAVIOR CHANGE PROGRAM IS INITIATED LATER. PLEASE COMPLETE THAT SECTION.

SECTION 3 ASKS YOU TO STIPULATE ANY PARTICULAR STRENGTHS THE STUDENT HAS. IT MAY BE DIFFICULT TO THINK OF SOMETHING BUT EVERY CHILD HAS SOME STRONG POINTS. KNOWING THE STUDENT'S STRENGTHS CAN PROVIDE VALUABLE IDEAS FOR PLANNING REMEDIATION AND ALSO PROVIDE INFORMATION AS TO VARIABLES WHICH CAN BE USED TO DECREASE UNWANTED BEHAVIOR. COMPLETE THAT SECTION NOW.

IN THE SECTION FOR BACKGROUND INFORMATION YOU WOULD LIST THE PREVIOUS INFORMATION AVAILABLE ON THE CHILD. FOR EXAMPLE, YOU COULD LIST GRADES FROM PAST YEARS IN SCHOOL, ACHIEVEMENT TEST SCORES, RESULTS OF SCREENING, ETC. THE STUDENT'S SCREENING INSTRUMENTS COULD ALSO BE INCLUDED AS SUPPORTIVE DATA.

PARAGRAPH 5 ASKS YOU TO LIST METHODS YOU HAVE USED TO SOLVE THE PROBLEM. IF THE PROBLEM IS ACADEMIC AND YOU HAVE TRIED CURRICULUM MODIFICATION TO CORRECT THE PROBLEM, LIST THAT. IF IT'S BEHAVIORAL AND YOU HAVE TRIED REPRIMANDS, PUNISHMENT, ETC. LIST THOSE METHODS.

IT'S IMPORTANT TO KNOW THIS BECAUSE IN TESTING AND MORE ESPECIALLY, IN LATER PROGRAMMING, WE WANT TO AVOID SUBJECTING THE

STUDENT TO REPEATED FAILURE EXPERIENCES.

THE REMAINDER OF THE FORM ASKS FOR INFORMATION REGARDING PARENT CONTACT. IF YOU HAVE PREVIOUSLY HAD PARENT CONFERENCES REGARDING THE CHILD'S BEHAVIOR OR ACADEMIC PERFORMANCE THEN THE RESULTS OF THE CONFERENCE SHOULD BE NOTED. INFORMATION OF THIS SORT MAY PROVIDE AN INDICATION AS TO OTHER AREAS WHICH NEED TO BE EXAMINED IN THE ASSESSMENT PROCESS. IF YOU ARE ABLE TO, COMPLETE THAT PART OF THE REFERRAL FORM NOW.

BEFORE THE FINAL CONCLUSION OF THE TRAINING ARE THERE ANY QUESTIONS WHICH NEED TO BE ANSWERED?

RESPOND TO PARTICIPANTS' QUESTIONS.

THE FORM WHICH YOU HAVE JUST COMPLETED IS A SUGGESTED ONE ONLY. YOU SHOULD WORK WITH OTHER PERSONNEL WITHIN YOUR DISTRICT TO DESIGN A REFERRAL FORM APPROPRIATE TO YOUR NEEDS.

MULTIDISCIPLINARY ASSESSMENT

INTRODUCTION

3.0 Multidisciplinary Assessment

Definition: Those activities, tests, evaluations, or processes completed by qualified personnel from a variety of disciplines which result in a comprehensive determination of eligibility and which contribute to the development of an appropriate educational program.

Rationale: The goal of any assessment process should be the development of the most appropriate instructional plan for a particular individual. A comprehensive instructional plan requires information from many and varied sources. Multidisciplinary assessment teams exist to facilitate the accumulation of data from these sources.

SCRIPT TEXT

IN THE MODULE ON MULTIDISCIPLINARY ASSESSMENT, WE WILL ATTEMPT TO ANSWER THREE BASIC QUESTIONS:

1) WHAT IS MULTIDISCIPLINARY ASSESSMENT?
2) WHY CONDUCT IT?
3) HOW DO YOU IMPLEMENT A MULTIDISCIPLINARY ASSESSMENT?

AS YOU WILL RECALL, SCREENING AND REFERRAL PRECEDE ASSESSMENT IN THE SPECIAL EDUCATION PROCESS. ASSESSMENT IS THE SYSTEMATIC PROCESS OF (1) COLLECTING INFORMATION BOTH ON A CHILD'S LEVEL OF FUNCTIONING IN SPECIFIC AREAS OF DEVELOPMENT AND ON HIS/HER LEARNING CHARACTERISTICS TO DETERMINE THE PRESENCE OR ABSENCE OF A HANDICAP, AND (2) CAREFULLY INTERPRETING THE INFORMATION WHICH IS COLLECTED. ASSESSMENT DETERMINES WHETHER A STUDENT IS ELIGIBLE TO RECEIVE SPECIAL EDUCATION AND RELATED SERVICES. IT ALSO ASSISTS IN THE DEVELOPMENT OF AN INSTRUCTIONAL PROGRAM.

A "MULTIDISCIPLINARY" ASSESSMENT THEN, IS AN ASSESSMENT DONE BY A TEAM OF PEOPLE, INCLUDING AT LEAST ONE TEACHER OR OTHER SPECIALIST WITH KNOWLEDGE IN THE AREA OF SUSPECTED DISABILITY. GENERALLY, THE MORE SEVERE THE SUSPECTED DISABILITY, THE MORE TEAM MEMBERS NEEDED TO CONDUCT THE ASSESSMENT. ONE TEST OR PROCEDURE ALONE IS NOT ENOUGH TO CONSTITUTE A MULTIDISCIPLINARY ASSESSMENT.

A CHILD SHOULD BE ASSESSED IN ALL AREAS RELATED TO THE SUSPECTED DISABILITY. A COMPREHENSIVE MULTIDISCIPLINARY

MULTIDISCIPLINARY ASSESSMENT:
OVERVIEW

ASSESSMENT TYPICALLY INCLUDES ASSESSMENT OF:

- HEALTH, VISION, HEARING
- SOCIO-EMOTIONAL (BEHAVIORAL)
- GENERAL INTELLIGENCE
- ACADEMIC PERFORMANCE
- COMMUNICATION

WHY CONDUCT A MULTIDISCIPLINARY ASSESSMENT?

STATE AND FEDERAL REGULATIONS REQUIRE THE USE OF A MULTIDISCIPLINARY ASSESSMENT APPROACH TO DETERMINE ELIGIBILITY FOR SPECIAL EDUCATION SERVICES. IN ADDITION TO THOSE REQUIREMENTS THERE ARE OTHER REASONS FOR CONDUCTING A MULTIDISCIPLINARY ASSESSMENT:

(1) IT PROVIDES FOR THE ASSESSMENT OF THE WHOLE CHILD. THE STUDENT'S STRENGTHS AND WEAKNESSES ARE ASSESSED FROM VARIOUS PERSPECTIVES. SINCE SIGNIFICANT ASPECTS OF THE STUDENT'S FUNCTIONING MAY NOT BE EVALUATED BY ONE DISCIPLINE, THEY CAN BE EXAMINED BY ANOTHER DISCIPLINE.

(2) IT PROVIDES FOR MORE ACCURACY IN DIAGNOSIS. WHEN SPECIALISTS WORK IN A SETTING WHERE INFORMATION IS SHARED, ANY ONE INDIVIDUAL'S INTERPRETATION OF AN OBSERVATION MAY BE MODIFIED BY THE INFORMATION AVAILABLE FROM ANOTHER SPECIALIST, THUS YIELDING A MORE ACCURATE ASSESSMENT (RENNE AND MOORE, 1977).

(3) IT FACILITATES EDUCATIONAL PLANNING. THE PURPOSE OF ASSESSMENT IS NOT SIMPLY DIAGNOSIS, IT IS ALSO DONE TO DETERMINE THE SPECIFIC EDUCATIONAL AND PROGRAM NEEDS OF THE STUDENT. THUS, THE USE OF THE MULTIDISCIPLINARY TEAM IS ESSENTIAL, AS DECISIONS REGARDING THE NEED FOR SERVICES SUCH AS SPEECH THERAPY, COUNSELING, OR PHYSICAL THERAPY CANNOT ALWAYS BE MADE ACCURATELY WHEN THE STUDENT IS ASSESSED BY ONLY ONE PERSON.

HOW DO YOU IMPLEMENT A MULTIDISCIPLINARY ASSESSMENT?

THERE ARE SEVERAL STEPS WHICH SHOULD BE FOLLOWED IN CONDUCTING A MULTIDISCIPLINARY ASSESSMENT WHICH MEETS THE REQUIREMENTS OF P.L. 94-142 AND OTHER STATE LAW.

SHOW TRANSPARENCY 1 (T-1)

(1) DETERMINE THE MAJOR QUESTIONS TO BE ANSWERED AS A RESULT OF ASSESSMENT

THE QUESTIONS TO BE ADDRESSED SHOULD BE DETERMINED FROM THE REFERRAL. THE INFORMATION SUBMITTED BY THE CONCERNED PARTY MAKING THE REFERRAL SHOULD BE CAREFULLY REVIEWED TO MAKE CERTAIN THAT ALL RELATED DATA THAT COULD BE OF IMPORT IN MAKING A REALISTIC DECISION CONCERNING THE STUDENT IS AVAILABLE. IF THERE IS NOT SUFFICIENT INFORMATION ABOUT THE CHILD, REQUEST ADDITIONAL INFORMATION FROM THE REFERRING PARTY.

(2) SELECT MDA TEAM MEMBERS TO CONDUCT ASSESSMENTS WHICH CAN ANSWER THE QUESTIONS.

FORMAL EVALUATION SHOULD BE CONDUCTED BY A TEAM OF EXPERTS WHO ARE TRAINED IN THE ADMINISTRATION OF EVALUATION TECHNIQUES. THEY SHOULD ALSO HAVE QUALIFICATIONS WHICH MEET THE CERTIFICATION STANDARDS SET BY THE STATE.

(3) DETERMINE ASSESSMENT STRATEGIES TO ANSWER MDA QUESTIONS.

WHEN SELECTING TESTS TO USE WITH AN INDIVIDUAL CHILD, KEEP IN MIND THAT TESTING IS ONLY ONE PART OF A COMPREHENSIVE ASSESSMENT PROCESS. OTHER INFORMATION SHOULD INCLUDE OBSERVATIONAL DATA, DEVELOPMENTAL HISTORIES, FAMILY HISTORIES, AND PARENT INTERVIEWS (OR INFORMATION FROM INDIVIDUALS FULFILLING THE PARENT ROLE.) ALSO REMEMBER THAT P.L. 94-142 STATES THAT NO ONE TEST OR TYPE OF TEST OR OTHER MEANS OF EVALUATION MAY BE USED AS THE SOLE CRITERION FOR PLACEMENT IN SPECIAL EDUCATION.

(4) OBTAIN PARENTAL CONSENT

PARENTS SHOULD BE VIEWED AS EQUAL AND KNOWLEDGEABLE PARTNERS IN THE ASSESSMENT PROCESS. PARENTAL INVOLVEMENT AND INFORMED CONSENT ARE SOUGHT THROUGHOUT THE ASSESSMENT AND INSTRUCTIONAL PLANNING PROCESS NOT JUST AS A COURTESY BUT AS A LEGAL RIGHT WHICH THE SCHOOLS MUST EXTEND TO PARENTS.

(5) CONDUCT ASSESSMENT

IN IMPLEMENTING THE CHILD'S ASSESSMENT, SEVERAL FACTORS SHOULD BE CONSIDERED:

1) ASSESSMENTS CAN ONLY BE CONDUCTED AFTER WRITTEN PARENTAL CONSENT HAS BEEN OBTAINED;
2) CONDUCT THE ASSESSMENTS ACCORDING TO THE STRATEGIES DEVELOPED BY THE TEAM;
3) CONDUCT ASSESSMENT IN MANNER APPROPRIATE TO THE INDIVIDUAL'S NEEDS AND CHARACTERISTICS;
4) ASSESSMENTS ARE USED TO DEVELOP A WRITTEN SUMMARY OF RESULTS;
5) RESULTS ARE USED AS THE BASIS OF IEP PLANNING;
6) SUMMARIZE RESULTS; AND
7) WRITE A COMPREHENSIVE REPORT.

THE ASSESSMENT REPORT GIVEN TO THE IEP TEAM SHOULD BE:

- RELEVANT TO INSTRUCTIONAL PLANNING,
- BRIEF AND TO THE POINT,
- WRITTEN IN UNDERSTANDABLE LANGUAGE, AND
- CONSISTENT WITH THE REQUIREMENTS OF P.L. 94-142.

EACH OF THE STEPS IN IMPLEMENTING A MULTIDISCIPLINARY ASSESSMENT WILL BE COVERED AT GREATER LENGTH IN THE REMAINING COMPONENTS OF THIS MODULE.

MULTIDISCIPLINARY ASSESSMENT: PROTECTION IN EVALUATION PROCEDURES

USAGE SUMMARY

Purpose: To familiarize participants with the requirements of P.L. 94-142 for protection in evaluation.

Objective: Once participants have completed this module, they will:

--list in writing and orally state steps which should be taken to ensure that the requirements of P.L. 94-142 for protection in evaluation have been met.

Materials:

--script text

--transparencies 1-3

--handouts 1-4

Aids:

--overhead projector, screen, transparency pen, chalk, chalkboard

--blank paper

Presentation Format: Large group presentation, small group task

Time: Approximately 45 minutes

PRESENTATION OUTLINE

I. Introduction

Case of Scott

II. Rationale for requirements of protection in evaluation

A. Court cases

B. Criticisms of testing practices

III. Purpose of this component

IV. General regulations for protection in evaluation

V. Specific regulations regarding selection of tests and evaluation procedures

SCRIPT TEXT

SCOTT IS IN THE 7TH GRADE. HE IS TWELVE YEARS OLD AND LIVES IN A RURAL AREA OF WYOMING. ALL YEAR, HIS TEACHER HAS FELT THAT HE IS "SLOW" AND CAN'T KEEP UP WITH THE REST OF THE CLASS. IN JANUARY, SHE REQUESTS A PSYCHOLOGICAL EXAMINATION. THE SCHOOL PSYCHOLOGIST GAVE SCOTT THE STANFORD BINET AND REPORTS THAT HE RECEIVED A SCORE OF 70. AS A RESULT OF THAT ONE TEST, THE SCHOOL PLACED HIM IN AN EMR CLASSROOM. WHEN SCOTT'S PARENTS REALIZED WHAT HAPPENED, THEY WERE SHOCKED. THEY HAD HEARD THAT THERE WAS A LOCAL ADVOCACY GROUP WHICH COULD HELP PARENTS, SO THEY MADE AN APPOINTMENT. AFTER SCOTT'S PARENTS EXPLAINED THE SCHOOL'S ACTION, THE ADVOCATE TOLD THEM THAT SUCH AN ACTION WAS CONTRARY TO ESTABLISHED PRACTICE. NOT ONLY THAT, BUT IT WAS ILLEGAL. THEY SUGGESTED THE PARENTS BRING SUIT AGAINST THE SCHOOL DISTRICT.

THIS IS JUST ONE EXAMPLE OF A NUMBER OF HEARINGS BEING HELD AROUND THE COUNTRY. THEY OCCUR BECAUSE PEOPLE WHO TEST HANDICAPPED CHILDREN DO NOT COMPLY WITH THE NONDISCRIMINATORY TESTING MANDATES OF P.L. 94-142. THEY USE TESTS AND/OR PROCEDURES WHICH DISCRIMINATE ON THE BASIS OF RACE, CULTURE OR HANDICAP: THE RESULT BEING THAT INACCURATE OR DISTORTED INFORMATION IS USED TO MAKE PLACEMENT DECISIONS.

THE PROTECTION IN EVALUATION SECTION OF P.L. 94-142 WAS WRITTEN IN ORDER TO STOP INAPPROPRIATE LABELING AND PLACEMENT

OF MINORITY AND HANDICAPPED CHILDREN. IN THE LATE 1960s AND EARLY 1970s, SEVERAL COURT CASES DEMONSTRATED INJUSTICES TO CHILDREN AS A RESULT OF POOR TESTING PROCEDURES (AUREOLA v. SANTA ANA BOARD OF EDUCATION, 1968; SPANGLER v. PASADENA BOARD OF EDUCATION, 1970; DIANA v. CALIFORNIA STATE BOARD OF EDUCATION, 1970; LARRY P. v. RILES, 1971). THESE CASES BROUGHT OUT MAJOR CRITICISMS OF TESTING PRACTICES, FOR EXAMPLE: (1) MANY TESTS PLACED A HEAVY EMPHASIS ON VERBAL SKILLS; (2) SOME TEST QUESTIONS WERE CULTURALLY BIASED; (3) TESTING PROCEDURES IGNORED THE CHILD'S ABILITY TO LEARN IN SPANISH OR ANY OTHER LANGUAGE; (4) MOST TESTS HAD BEEN STANDARDIZED ON WHITE, MIDDLE-CLASS CHILDREN; (5) PARENTS WERE NOT ADEQUATELY INFORMED AND INVOLVED IN THE PLACEMENT PROCESS; (6) INTELLIGENCE TESTS DO NOT ADEQUATELY MEASURE THE LEARNING ABILITIES OF MINORITY GROUP CHILDREN. P.L. 94-142 DEALS WITH THE CRITICISMS BY SETTING DOWN LEGAL STANDARDS FOR THE SELECTION AND USE OF TESTING MATERIALS AND PROCEDURES. THE INTENTION IS TO ELIMINATE THE BIASES AGAINST CHILDREN WITH HANDICAPS AND CHILDREN FROM DIFFERENT RACIAL AND CULTURAL GROUPS.

THE PURPOSE OF THIS MODULE ON PROTECTION IN EVALUATION PROCEDURES IS TO REVIEW AND EXAMINE THE LAW'S MANDATES RELATIVE TO TESTING. AT THE COMPLETION OF THIS MODULE IT IS ANTICIPATED THAT YOU WILL BE ABLE TO: LIST IN WRITING AND STATE ORALLY STEPS WHICH SHOULD BE TAKEN TO ENSURE THAT REQUIREMENTS OF P.L. 94-142 FOR PROTECTION IN EVALUATION HAVE BEEN MET.

THE FIRST MANDATE WHICH NEEDS TO BE ADDRESSED RELATIVE TO ASSESSMENT APPEARS IN BOTH P.L. 94-142 AND THE WYOMING STATE BOARD REGULATIONS GOVERNING PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN. PLEASE NOTE THAT ALTHOUGH THESE REGULATIONS ARE TAKEN FROM P.L. 94-142, THEY LIKEWISE APPEAR IN THE WYOMING STATE BOARD REGULATIONS.

SHOW TRANSPARENCY 1 (T-1)

READ ALOUD.

REGARDLESS OF THEIR AGENCY (EDUCATION, MENTAL HEALTH, SOCIAL SERVICES, ETC.), ALL PROFESSIONALS WHO PROVIDE INFORMATION TO BE USED IN A PLACEMENT DECISION ARE RESPONSIBLE FOR FOLLOWING THE REQUIREMENTS OF THIS LAW. FURTHERMORE, IN SELECTING A TEST FOR A PARTICULAR CHILD, THE COMPOSITION OF THE GROUP OF CHILDREN ON WHICH THE TEST WAS NORMED MUST BE EXAMINED TO DETERMINE IF CHILDREN SIMILAR TO YOUR CHILD WERE INCLUDED IN THE SAMPLE. FOR EXAMPLE, IT IS RACIALLY AND CULTURALLY DISCRIMINATORY TO ADMINISTER A TEST NORMED ON WHITE MIDDLE-CLASS CHILDREN TO AN AFRO- OR MEXICAN-AMERICAN CHILD AND ASSUME THAT HIS/HER TEST PERFORMANCE IS AN ACCURATE REFLECTION OF HIS/HER STANDING IN THE TOTAL POPULATION. IT IS NOT. IT IS A COMPARISON OF HIS/HER PERFORMANCE WITH THE PERFORMANCE OF WHITE MIDDLE-CLASS CHILDREN ONLY.

THE NEXT MANDATE CONCERNS REQUIREMENTS FOR THE PREPLACEMENT EVALUATION. THE REQUIREMENTS STATE:

SHOW TRANSPARENCY 2 (T-2)

READ ALOUD.

"BEFORE ANY ACTION IS TAKEN WITH RESPECT TO THE INITIAL PLACEMENT OF A HANDICAPPED CHILD IN A SPECIAL EDUCATION PROGRAM, A FULL AND INDIVIDUAL EVALUATION OF THE CHILD'S EDUCATIONAL NEEDS MUST BE CONDUCTED IN ACCORDANCE WITH THE REQUIREMENTS OF 121A532."

PRIOR TO 94-142 THERE WERE NUMEROUS INSTANCES WHERE A REGULAR CLASSROOM TEACHER DECIDES THAT A CHILD IN HER CLASS NEEDS HELP AND RECOMMENDS PLACEMENT IN A SPECIAL EDUCATION CLASS. THE PRINCIPAL TELLS THE SPECIAL EDUCATION TEACHER THAT THE CHILD IS FAILING IN THE REGULAR CLASS AND HIS/HER ONLY HOPE FOR SUCCESS IS IN HER CLASS. THE CHILD WOULD THEN BE PLACED IN THE SPECIAL EDUCATION CLASS WITHOUT THE APPROPRIATE TESTING OR PERMISSION. NOW ONLY THOSE CHILDREN WHO HAVE FULL EDUCATIONAL ASSESSMENTS, MEET ELIGIBILITY REQUIREMENTS, AND HAVE PARENTAL PERMISSION CAN RECEIVE SPECIAL SERVICES.

WHEREAS THE REQUIREMENTS WHICH HAVE BEEN PRESENTED THUS FAR ARE VIEWED AS RATHER GENERAL REQUIREMENTS REGARDING THE ASSESSMENT PROCESS, THE LAW DOES SPEAK TO THE SPECIFICS OF TEST SELECTION AND EVALUATION PROCEDURES.

FIRST OF ALL, STATE AND LOCAL EDUCATIONAL AGENCIES SHALL INSURE, AT A MINIMUM THAT:

SHOW TRANSPARENCY 3 (T-3)

COVER ALL SECTIONS EXCEPT SECTION A (1). READ AS FOLLOWS:

"121A.532 EVALUATION PROCEDURES

STATE AND LOCAL EDUCATION AGENCIES SHALL INSURE AT A MINIMUM, THAT:

(A) TEST AND OTHER EVALUATION MATERIALS:

(1) ARE PROVIDED AND ADMINISTERED IN THE CHILD'S NATIVE LANGUAGE OR OTHER MODE OF COMMUNICATION, UNLESS IT IS CLEARLY NOT FEASIBLE TO DO SO;"

CHILDREN MUST BE ASSESSED IN THEIR DOMINANT LANGUAGE. WHILE THIS IS USUALLY STANDARD ENGLISH, IT MAY ALSO BE SPANISH, VIETNAMESE, ETC. CHILDREN WHO USE A MODE OF COMMUNICATION OTHER THAN ORAL (E.G., MANUAL COMMUNICATION OR TOTAL COMMUNICATION), MUST BE TESTED IN THEIR PRIMARY MODE OF COMMUNICATION. COMPLIANCE WITH THIS RULE WILL BE DIFFICULT AT TIMES. IF THERE IS NO ONE ON YOUR STAFF WHO CAN ADMINISTER THE TEST IN THIS LANGUAGE OR MODE OF COMMUNICATION, YOU MAY NEED TO USE AN INTERPRETER.

UNCOVER THE NEXT SECTION AND READ AS FOLLOWS. DO THIS FOR EVERY SECTION TO BE PRESENTED.

"(2) HAVE BEEN VALIDATED FOR THE SPECIFIC PURPOSE FOR WHICH THEY ARE USED;"

THE TERM "APPROPRIATELY VALIDATED" HAS BEEN USED BY MANY PROFESSIONALS TO EXPLAIN THIS PARTICULAR MANDATE (BRANTLEY, 1978). THERE ARE BASICALLY THREE PURPOSES FOR TESTS: (1) SCREENING; (2) PLACEMENT, CLASSIFICATION, OR DIAGNOSIS; AND (3) EDUCATIONAL PROGRAMMING. AS A RESULT OF THIS MANDATE, TESTS MUST BE USED ONLY FOR THE PURPOSE FOR WHICH THEY ARE VALIDATED. FOR EXAMPLE, THE DENVER DEVELOPMENTAL SCREENING TEST CAN BE USED ONLY FOR SCREENING AND NOT FOR CLASSIFICATION. THE TERM "APPROPRIATELY VALIDATED" ALSO ENCOURAGES USERS TO EXAMINE THE QUALITY OF THE VALIDITY, RELIABILITY, AND THE NORMATIVE POPULATION FOR EACH TEST UNDER CONSIDERATION. IF THE VALIDITY AND RELIABILITY OF THE TEST ARE LOW, THEN THE ASSUMPTIONS WHICH CAN BE MADE BASED UPON THE CHILD'S PERFORMANCE ARE LIMITED.

"(3) ARE ADMINISTERED BY TRAINED PERSONNEL IN CONFORMANCE WITH THE INSTRUCTIONS PROVIDED BY THEIR PRODUCER;"

THE ADMINISTRATION PROCESS CANNOT BE CHANGED ON THE BASIS OF PROFESSIONAL JUDGEMENT. FOR EXAMPLE, THE PERSON GIVING THE TEST CANNOT CHANGE WORDING, TIME LIMITS, OR ORDER. SOME PROFESSIONALS FEEL THAT RIGID ADHERENCE TO THIS MANDATE MAY ACTUALLY DISCRIMINATE AGAINST SOME MINORITY CHILDREN AND CERTAIN HANDICAPPED CHILDREN, IN ADDITION TO CONTRADICTING 121A.532(c). IN SUCH CASES, IT IS RECOMMENDED BY THESE

PROFESSIONALS THAT THE TEST BE ADMINISTERED FIRST ACCORDING TO THE DIRECTIONS AND THEN, IF NECESSARY, MODIFIED. RECORD BOTH SCORES AND BE SURE TO INDICATE IN THE REPORT THE MODIFICATIONS THAT WERE USED AS WELL AS THE SCORE FROM THE MODIFIED ADMINISTRATION. THE ALTERATIONS IN THE TEST MUST BE JUSTIFIABLE BASED UPON THE CHARACTERISTICS OF THE CHILD.

IN SOME SCHOOL SYSTEMS WITH FEW SCHOOL PSYCHOLOGISTS, SPEECH CLINICIANS, ETC., TEACHERS WERE ONCE GIVEN THE RESPONSIBILITY OF ADMINISTERING TESTS WITHOUT BEING ADEQUATELY TRAINED TO DO SO. THE SCORES FROM THESE TESTS WERE THEN USED AS VALID SCORES. THIS PRACTICE IS NO LONGER PERMITTED. PERSONNEL MUST NOW BE TRAINED BEFORE ADMINISTERING THE TESTS.

> "(B) TESTS AND OTHER EVALUATION MATERIALS INCLUDE THOSE TAILORED TO ASSESS SPECIFIC AREAS OF EDUCATIONAL NEED AND NOT MERELY THOSE WHICH ARE DESIGNED TO PROVIDE A SINGLE GENERAL INTELLIGENCE QUOTIENT."

PLACEMENT DECISIONS BASED PRIMARILY UPON INFORMATION OBTAINED FROM INTELLIGENCE TESTS ARE NO LONGER PERMITTED. THIS WILL DRASTICALLY CHANGE THE ASSESSMENT PROCESS IN MANY SCHOOL SYSTEMS AND PROGRAMS. TESTS WHICH ARE RELEVANT TO THE CHILD'S EDUCATIONAL PROGRAM MUST ALSO BE GIVEN TO PIN-POINT THE CHILD'S STRENGTHS AND WEAKNESSES MORE PRECISELY. THIS MANDATE IS LIKELY TO CHANGE THE ROLES AND SKILLS OF EDUCATIONAL PROFESSIONALS, SUCH AS THE SCHOOL PSYCHOLOGIST AND THE CLASSROOM TEACHER. ONE OF ITS AIMS IS TO PROVIDE RELEVANT INFORMATION TO THOSE WHO ARE DEVELOPING THE CHILD'S

INDIVIDUALIZED EDUCATION PROGRAM (IEP). FOR YEARS, TEACHERS HAVE COMPLAINED THAT INFORMATION FROM INTELLIGENCE TESTS IS OF LITTLE HELP IN PLANNING AND SELECTING EDUCATIONAL EXPERIENCES FOR CHILDREN. THIS MANDATE DEALS WITH THAT CRITICISM BY REQUIRING THE USE OF EDUCATIONALLY RELEVANT TESTS AND MATERIALS.

> "(c) TESTS ARE SELECTED AND ADMINISTERED SO AS BEST TO ENSURE THAT WHEN A TEST IS ADMINISTERED TO A CHILD WITH IMPAIRED SENSORY, MANUAL, OR SPEAKING SKILLS THE TEST RESULTS ACCURATELY REFLECT THE CHILD'S APTITUDE OR ACHIEVEMENT LEVEL OR WHATEVER OTHER FACTORS THE TEST PURPORTS TO MEASURE, RATHER THAN REFLECTING THE CHILD'S IMPAIRED SENSORY, MANUAL, OR SPEAKING SKILLS (EXCEPT WHERE THOSE SKILLS ARE THE FACTORS WHICH THE TEST PURPORTS TO MEASURE)."

THE IMPLICATIONS OF THIS MANDATE ARE STAGGERING. ASSESSMENT DEVICES MUST MATCH THE CHARACTERISTICS OF THE CHILD, ESPECIALLY IN THE CASE OF HEARING IMPAIRED, VISUALLY IMPAIRED, PHYSICALLY IMPAIRED, AND LINGUISTICALLY IMPAIRED CHILDREN. FOR EXAMPLE, A TEST REQUIRING MOTOR RESPONSES TO ITEMS WHICH MEASURE COGNITIVE ABILITY CANNOT BE USED WITH PHYSICALLY HANDICAPPED CHILDREN. STRICT COMPLIANCE WITH THIS SECTION WILL BE DIFFICULT DUE TO THE CHARACTERISTICS OF INSTRUMENTS THAT ARE CURRENTLY AVAILABLE.

"(D) NO SINGLE PROCEDURE IS USED AS THE SOLE CRITERION FOR DETERMINING AN APPROPRIATE EDUCATIONAL PROGRAM FOR A CHILD; AND

(E) THE EVALUATION IS MADE BY A MULTIDISCIPLINARY TEAM OR GROUP OF PERSONS, INCLUDING AT LEAST ONE TEACHER OR OTHER SPECIALIST WITH KNOWLEDGE IN THE AREA OF SUSPECTED DISABILITY."

THE PRACTICE OF ONE PROFESSIONAL ADMINISTERING ONE DEVICE AND MAKING THE PLACEMENT DECISION IS NO LONGER PERMITTED. A GROUP OF PROFESSIONALS POSSESSING EXPERTISE IN DIFFERENT AREAS MUST ADMINISTER A NUMBER OF EDUCATIONALLY RELEVANT DEVICES WHICH CAN INCLUDE OBSERVATION AND CRITERION-REFERENCED MEASURES. THE MULTIDISCIPLINARY TEAM SHOULD INCLUDE A SPECIALIST IN THE AREA OF THE CHILD'S DISABILITY AND A TEACHER WHO KNOWS THE CHILD, AS WELL AS OTHER NEEDED PROFESSIONALS.

"(F) THE CHILD IS ASSESSED IN ALL AREAS RELATED TO THE SUSPECTED DISABILITY, INCLUDING, WHERE APPROPRIATE, HEALTH, VISION, HEARING, SOCIAL AND EMOTIONAL STATUS, GENERAL INTELLIGENCE, ACADEMIC PERFORMANCE, COMMUNICATIVE STATUS, AND MOTOR ABILITIES.

COMMENT. CHILDREN WHO HAVE A SPEECH IMPAIRMENT AS THEIR PRIMARY HANDICAP MAY NOT NEED A COMPLETE BATTERY OF ASSESSMENTS (E.G., PSYCHOLOGICAL, PHYSICAL OR ADAPTIVE BEHAVIOR). HOWEVER, A QUALIFIED SPEECH-LANGUAGE PATHOLOGIST WOULD (1) EVALUATE EACH SPEECH IMPAIRED CHILD USING PROCEDURES

> THAT ARE APPROPRIATE FOR THE DIAGNOSIS AND APPRAISAL OF SPEECH AND LANGUAGE DISORDERS, AND (2) WHERE NECESSARY, MAKE REFERRALS FOR ADDITIONAL ASSESSMENTS NEEDED TO MAKE AN APPROPRIATE PLACEMENT DECISION."

ALL CHILDREN SUSPECTED OF NEEDING SPECIAL EDUCATION SERVICES WILL NOW RECEIVE MORE COMPREHENSIVE ASSESSMENTS WHICH WILL PRESENT A MORE COMPLETE PICTURE OF EACH CHILD. FURTHERMORE THOSE INSTANCES IN WHICH CHILDREN WERE REFERRED, FOR EXAMPLE, BECAUSE OF SUSPECTED LANGUAGE DISABILITIES AND WERE GIVEN AN INTELLIGENCE TEST AND, PERHAPS, ACHIEVEMENT TESTS, BUT WERE NEVER TESTED IN THE AREA OF SUSPECTED DISABILITY, WILL STOP.

ALTHOUGH THIS PRESENTATION HAS FOCUSED ON REGULATIONS TO ELIMINATE BIAS IN ASSESSMENT PROCEDURES, PLEASE BE AWARE THAT IT IS POSSIBLE FOR BIAS TO OCCUR AT ANY POINT FROM REFERRAL TO THE POINT OF PLACEMENT DECISIONS. THE REGULATIONS WHICH ARE DESIGNED TO MINIMIZE BIAS IN PLACEMENT WILL BE PRESENTED IN THE COMPONENT ON DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION SERVICES.

ARE THERE ANY QUESTIONS ABOUT THE MATERIAL PRESENTED UP TO THIS POINT?

RESPOND TO PARTICIPANTS' QUESTIONS.

HERE IS A HANDOUT WHICH STATES THE SPECIFIC REQUIREMENTS FOR PROTECTION IN EVALUATION. YOU WILL NEED IT FOR THE NEXT ACTIVITY.

PASS OUT HANDOUT 1 (H-1)

NOW THAT YOU HAVE BECOME AWARE OF THE REQUIREMENTS FOR PROTECTION IN EVALUATION, I'D LIKE YOU TO FORM INTO GROUPS OF 3 OR 4 FOR AN ACTIVITY WHICH WILL REQUIRE YOU TO MAKE PRACTICAL APPLICATION OF THE MATERIAL.

PASS OUT HANDOUTS 2 & 3 (H-2-3)

AS A MEMBER OF A REFERRAL REVIEW COMMITTEE YOU HAVE RECEIVED THIS REFERRAL FORM ON A STUDENT. WHAT PRECAUTIONS SHOULD BE TAKEN TO ASSURE THAT THE EVALUATION PROCEDURES ARE NON-DISCRIMINATORY? LIST THE STEPS WHICH SHOULD BE TAKEN BEFORE AND DURING THE EVALUATION OF THIS STUDENT TO ENSURE THAT THE REQUIREMENTS FOR PROTECTION IN EVALUATION HAVE BEEN MET. YOU HAVE 15 MINUTES FOR THIS TASK.

AFTER 15 MINUTES ASK PARTICIPANTS TO STATE ALOUD THE PROCEDURES TO ASSURE PROTECTION IN EVALUATION. WRITE THE RESPONSES ON THE CHALKBOARD. USE THE RESPONSE SHEET (HANDOUT 4) TO SUPPLY THE CORRECT ANSWERS OR ANY THAT MAY HAVE BEEN MISSED. ADD THESE TO THE LIST FROM PARTICIPANTS.

THIS ACTIVITY CONCLUDES THE TRAINING ON PROTECTION IN EVALUATION. ARE THERE ANY QUESTIONS?

PORTIONS OF THIS MODULE WERE EXCERPTED FROM: WHAT ARE ITS IMPLICATIONS FOR MEASUREMENT? BY GLORIA HARBIN. FROM: PERSPECTIVES ON MEASUREMENT: A COLLECTION OF READINGS FOR EDUCATORS OF YOUNG HANDICAPPED CHILDREN.

SOURCES OF BIAS IN EVALUATION

USAGE SUMMARY

Purpose: To familiarize participants with the sources of bias in evaluation and to familiarize participants with strategies for reducing bias in evaluation.

Objective: Once participants have completed this module, they will:

- --evaluate a test to determine its appropriateness for culturally different students.

Materials:

- --script text
- --transparencies 1-2
- --handouts 1-15
- --blank sheets of paper for the spelling test

Aids:

- --chalkboard, chalk

Presentation Format: Large group presentation

Time: 1½ hours

PRESENTATION OUTLINE

I. Introduction

II. Experiential Exercise in Bias in Evaluation

III. Additional Sources of Bias

  A. Sociocultural Bias

    1. cultural background

    2. native language

    3. adaptive behavior

  B. Bias in Child Characteristics

    1. health and nutrition

    2. handicapping conditions

  C. Bias in Test Selection

    1. item bias

    2. technical inadequacy

      a. norms

      b. validity

      c. reliability

  D. Examiner Bias

    1. test administration

    2. test scoring

    3. test interpretation

SCRIPT TEXT

YOU HAVE BEEN SITTING AND LISTENING FOR QUITE SOME TIME NOW. PERHAPS YOU FEEL THAT MOST OF THE INFORMATION PRESENTED SO FAR IS TOO "ACADEMIC," AND THAT IT DOESN'T REALLY MAKE TOO MUCH OF AN IMPACT ON YOU IN YOUR PRESENT SITUATION.

I'D LIKE TO CHANGE THE DIRECTION OF THE WORKSHOP FROM A LECTURE FORMAT TO ONE WHICH INVOLVES USING SOME ACTUAL TEST MATERIALS. I'M GOING TO ASK YOU TO TAKE THIS ACHIEVEMENT TEST.

THE FIRST PART IS A READING AND COMPREHENSION TEST. YOU HAVE TEN MINUTES TO READ THIS SHORT PARAGRAPH AND ANSWER THE QUESTIONS.

PASS OUT HANDOUT 1 (H-1)

ALLOW PARTICIPANTS TO READ AND EXAMINE THE STORY FOR TEN MINUTES.
AFTER TEN MINUTES COLLECT THE COPIES.

NOW THAT YOU'VE ALL FINISHED THE READING SUBTEST, WE WILL GO ON TO THE MATH TEST. SINCE OUR TIME IS LIMITED, THERE ARE ONLY TWO PROBLEMS TO DO. YOU HAVE TEN MINUTES TO SOLVE THESE TWO PROBLEMS.

PASS OUT HANDOUT 2 (H-2)

AFTER TEN MINUTES COLLECT THE PAPERS FROM THE PARTICIPANTS.

DO NOT ENTERTAIN ANY DISCUSSION OF THE MATERIAL AT THIS POINT.

MOVE INTO THE THIRD SUBTEST.

OUR LAST SUBTEST IS A SPELLING TEST. I WILL DICTATE SOME NUMBERS TO YOU. WRITE THE WORD THAT CORRESPONDS TO THESE LETTERS. YOU HAVE TEN SECONDS TO WRITE EACH WORD.

DICTATE THE FOLLOWING NUMBERS.

1) 1 7 5 ______________________

2) 13 1 14 ______________________

3) 3 1 18 ______________________

4) 2 1 12 12 ______________________

5) 7 1 5 ______________________

6) 9 19 ______________________

7) 3 1 14 ______________________

8) 20 15 13 ______________________

9) 6 1 14 ______________________

10) 19 9 20 ______________________

WE HAVE FINISHED OUR ACHIEVEMENT TEST FOR TODAY. I WANT YOU TO KNOW THAT YOU WILL ALL BE PLACED IN GROUPS FOR READING, MATH, AND SPELLING ACCORDING TO HOW WELL YOU SCORED ON THIS TEST.

THE PURPOSE OF THESE SIMULATION ACTIVITIES WAS TO HAVE YOU EXPERIENCE SOME OF THE FEELINGS OFTEN ENCOUNTERED BY CHILDREN OF MINORITY CULTURES OR BY CHILDREN WHO HAVE SPECIAL NEEDS. WHAT WERE YOUR REACTIONS TO THE ACHIEVEMENT TEST?

HAVE VARIOUS PARTICIPANTS SHARE THEIR REACTIONS.

IN WHAT WAYS DO YOU FEEL THAT THIS PARTICULAR TEST WAS BIASED?

WRITE PARTICIPANT RESPONSES ON THE CHALKBOARD.

YOU ARE NOW AWARE OF SOME OF THE SOURCES OF BIAS IN EVALUATION. HOWEVER, I WOULD LIKE TO REVIEW WITH YOU ADDITIONAL SOURCES OF BIAS AND TO ALSO SHED SOME LIGHT AS TO WHY THESE FACTORS CONTRIBUTE TO BIAS IN TESTING. THE SPECIFIC SOURCES OF BIAS WHICH I WILL BE DISCUSSING ARE:

SHOW TRANSPARENCY 1 (T-1)

READ EACH POINT ALOUD. BEGIN DISCUSSION OF EACH POINT AS FOLLOWS:

1. SOCIOCULTURAL BIAS
   RESEARCH AND WRITING, FOR MANY YEARS, HAS ADDRESSED THE POTENTIAL BIASING INFLUENCE OF THE SOCIOCULTURAL ENVIRON-

MENTS UPON TEST PERFORMANCE. VARIOUS AUTHORS HAVE CITED FACTORS LIKE PRIOR EDUCATIONAL EXPERIENCE, EXPOSURE TO TESTS, MOTIVATION, SOCIOECONOMIC STATUS, MINORITY GROUP MEMBERSHIP, RELIGIOUS BELIEFS, ETC. AS FACTORS WHICH BIAS AN INDIVIDUAL'S ABILITY TO PERFORM IN A TEST SITUATION. THERE ARE THREE SOURCES OF SOCIOCULTURAL BIAS WHICH I WOULD LIKE TO DISCUSS BRIEFLY. THESE ARE CULTURAL BACKGROUND, NATIVE LANGUAGE, AND ADAPTIVE BEHAVIOR.

A. CULTURAL BACKGROUND

CONSIDERABLE SOCIAL CLASS DIFFERENCES EXIST IN CHILD-REARING PRACTICES. DEUTSCH OBSERVES THAT THE ENVIRONMENT OF THE LOWER-CLASS CHILD IS A NOISY ONE (CONTINUALLY RUNNING TELEVISION SETS, CRYING BABIES, AND SCREAMING CHILDREN); THE NOISE IS NOT MEANINGFULLY RELATED TO THE CHILD. AUDITORY DISCRIMINATION, ATTENTION AND MEMORY SPAN, AND RESPONSES ARE LIKELY TO BE DIMINISHED MARKEDLY. THE LOWER-CLASS CHILD'S CONCEPT OF TIME IS DIFFERENT, THE CONCENTRATION IS POOR, AND HE/SHE IS LESS ABLE TO HANDLE ABSTRACT CONCEPTS.

SOCIOCULTURAL DIFFERENCES MAY ADVERSELY AFFECT ABILITIES RELATED TO ACADEMIC PERFORMANCE, AND ACCOUNT MUST BE TAKEN OF THESE AS A PART OF THE EVALUATION PROCESS EVEN THOUGH WE MAY NOT BE ABLE TO MEASURE THE EXTENT OF THEIR INFLUENCE DIRECTLY ON EDUCATION PERFORMANCE FOR A GIVEN CHILD.

B. LANGUAGE BIAS

MOST INTELLIGENCE AND ACHIEVEMENT TESTS REQUIRE RECEPTIVE AND EXPRESSIVE LANGUAGE ABILITIES. SOME TESTS, SUCH AS THE ITPA, ARE SPECIFICALLY DESIGNED TO ASSESS LANGUAGE SKILLS. OTHER TESTS RELY ON LANGUAGE TO TRANSMIT INFORMATION FROM EXAMINER TO SUBJECT. THE POINT IS THAT EVEN WHEN LANGUAGE ABILITIES ARE NOT BEING DIRECTLY ASSESSED, A CHILD FROM A NON-ENGLISH-SPEAKING BACKGROUND MAY BE PENALIZED. TEST DIRECTIONS MAY BE AT A RECEPTIVE LANGUAGE OR READING LEVEL THAT IS TOO DIFFICULT, OR TOTALLY INAPPROPRIATE, FOR THE STUDENT BEING TESTED.

C. ADAPTIVE BEHAVIOR

A THIRD SOURCE OF SOCIOCULTURAL BIAS IS THE DEGREE TO WHICH A PERSON ADAPTS TO THE ENVIRONMENT, I.E., BEHAVES IN ACCORDANCE WITH THE EXPECTATIONS OF SOCIETY, SCHOOL, NEIGHBORHOOD, FAMILY AND PEERS.

BEHAVIORS WHICH ARE VIEWED AS ADAPTIVE IN ONE SETTING AND MALADAPTIVE IN ANOTHER CAN RESULT IN CULTURAL BIAS. FOR EXAMPLE, IT MAY BE CONSIDERED ADAPTIVE AND EVEN EXPECTED FOR A STUDENT WHO COMES FROM A FAMILY WHO FREQUENTLY RUN AFOUL OF THE LAW TO STEAL. YET, THIS ADAPTIVE BEHAVIOR BRINGS HIM/HER INTO FREQUENT CONFLICT WITH THE SCHOOL AND SOCIETY AT LARGE BECAUSE THAT BEHAVIOR IS CONSIDERED MALADAPTIVE IN THAT SETTING.

DIFFERING CULTURAL EXPECTATIONS MAY BE RELEVANT WHEN INTERPRETING BEHAVIOR DURING THE PROCESS OF REVIEWING THE REFERRAL, CONDUCTING THE ASSESSMENT AND INTERPRETING THE RESULTS.

II. BIAS IN CHILD CHARACTERISTICS

HEALTH, HANDICAPPING CONDITIONS, COMMUNICATION MODALITIES AND MODES ARE ASPECTS OF THE CHILD WHICH MUST BE GIVEN CONSIDERATION AS POTENTIAL SOURCES OF BIAS.

A. HEALTH AND NUTRITION

DISEASE AND MALNUTRITION PLAY AN IMPORTANT ROLE IN PERFORMANCE OBSERVED DURING EVALUATION AND ARE LIKELY TO REDUCE THE AMOUNT OF ENERGY AVAILABLE, RESULTING IN LISTLESS, LETHARGIC BEHAVIOR SUGGESTING POOR MOTIVATION, LAZINESS, OR LACK OF INTEREST. THE RECURRENCE OF SUCH BEHAVIOR DURING EVALUATION SHOULD BE CONSIDERED AS A POTENTIAL INDICATION OF HEALTH AND/OR NUTRITIONAL BIAS. EVALUATION SHOULD BE UNDERTAKEN CAUTIOUSLY WITH THESE CONSIDERATIONS IN MIND OR BE DELAYED UNTIL CORRECTABLE CONDITIONS HAVE BEEN TREATED.

B. HANDICAPPING CONDITIONS, IMPAIRMENT, AND MODES OF COMMUNICATION

THE FORMAL EVALUATION MUST FIRST INCLUDE A DETERMINATION OF HANDICAPPING CONDITIONS, E.G., IMPAIRED SENSORY, MANUAL OR SPEAKING SKILLS.

HANDICAPS AND MODES OF COMMUNICATION ARE INTERRELATED THROUGH THE MODALITIES INVOLVED IN COMMUNICATION. COMMUNICATION IS RECEIVED THROUGH TWO PRIMARY SOURCES, VISION AND HEARING, AND IS EXPRESSED THROUGH TWO MODALITIES, SPEECH AND MANUAL PERFORMANCE.

IMPAIRMENT IN ONE OR A COMBINATION OF MODALITIES REQUIRES ACCOMODATION THROUGH THE MODALITY WHICH REMAINS INTACT. THEREFORE, EVALUATION MUST BE CONDUCTED THROUGH THE APPROPRIATE MODES OF COMMUNICATION SO THAT THE MORE INTACT RECEPTIVE AND EXPRESSIVE MODALITIES ARE UTILIZED, OTHERWISE, HANDICAP BIAS IS INTRODUCED.

III. TEST SELECTION

THERE ARE TWO FACTORS WHICH CAN CONTRIBUTE TO BIAS IN TEST SELECTION. THESE FACTORS ARE: ITEM BIAS AND TECHNICAL INADEQUACY.

A. ITEM BIAS

STANDARDIZED TESTS ARE CONSTRUCTED BY SELECTING ITEMS (OR QUESTIONS) THAT HAVE CERTAIN CHARACTERISTICS. TYPICALLY, THESE CHARACTERISTICS ARE: a) HIGH CORRELATION WITH TOTAL SCORE; b) SUITABLE DIFFICULTY LEVEL (e.g., ARE PASSED BY 40-60% OF THE TEST TAKERS); c) ABILITY TO DIFFERENTIATE BETWEEN HIGH AND LOW PERFORMING PERSONS. THERE IS THE POSSIBILITY, HOWEVER, THAT THE SAME TEST ITEMS MIGHT DISPLAY DIFFERENT

CHARACTERISTICS WHEN ADMINISTERED TO STUDENTS FROM CULTURAL AND/OR LINGUISTIC GROUPS NOT INCLUDED IN THE SAMPLE ON WHICH THE TEST WAS STANDARDIZED. IN OTHER WORDS, SIMPLY BECAUSE 50% OF WHITE, MIDDLE CLASS 7-YEAR-OLDS PASS A SPECIFIC TEST ITEM DOES NOT NECESSARILY MEAN THAT 50% OF BLACK, MEXICAN-AMERICAN, OR JAPANESE 7-YEAR-OLDS WILL PASS THE ITEM. THE ITEM MAY NOT BE ASSESSING THE INDIVIDUAL THROUGH FAMILIAR, RELEVANT CONTENT.

B. TECHNICAL ADEQUACY OF TESTS

"WHEN DATA ARE COLLECTED FOR THE PURPOSE OF HELPING US MAKE EDUCATIONAL DECISIONS ABOUT CHILDREN, DECISIONS THAT DIRECTLY AND SIGNIFICANTLY AFFECT THE LIFE OPPORTUNITIES OF THOSE CHILDREN, IT IS IMPERATIVE THAT WE COLLECT OUR DATA USING THE MOST TECHNICALLY ADEQUATE DEVICES AND PROCEDURES AVAILABLE" (YSSELDYKE, 1977). IN LOOKING AT THE TECHNICAL ADEQUACY OF TESTS, WE MUST CONCERN OURSELVES WITH THE FOLLOWING: 1) NORMS, 2) RELIABILITY, AND 3) VALIDITY.

1) NORMS

WHEN WE ADMINISTER NORM REFERENCED TESTS, WE ASSUME THAT THERE IS A SIMILARITY BETWEEN THE PERSON BEING TESTED AND THE POPULATION ON WHICH THE TEST WAS STANDARDIZED. WE ASSUME THAT THE CHILDREN TAKING THE TESTS HAVE BEEN EXPOSED TO COMPARABLE BACKGROUND EXPERIENCES AND OPPORTUNITIES

TO THOSE IN THE REFERENCE GROUP. TO THE EXTENT THAT THE PERSON TESTED DIFFERS FROM THOSE ON WHOM THE TEST WAS STANDARDIZED, THE USE OF NORM TABLES TO INTERPRET PERFORMANCE IS MEANINGLESS, INVALID, AND INAPPROPRIATE. THE USE OF DATA OBTAINED IN THIS WAY TO MAKE IMPORTANT DECISIONS ACTUALLY CONSTITUTES ABUSE. HERE IS AN EXAMPLE WHICH WILL INDICATE WHAT I MEAN. HOW MANY OF YOU KNOW ON WHOM THE PEABODY PICTURE VOCABULARY TEST WAS STANDARDIZED?

WAIT FOR PARTICIPANT RESPONSE.

IT WAS STANDARDIZED ON 4,012 ANGLO, MOSTLY MIDDLE CLASS CHILDREN LIVING IN AND AROUND NASHVILLE, TENNESSEE. HOW SIMILAR TO THIS GROUP IS A MEXICAN-AMERICAN CHILD FROM A LOW SOCIO-ECONOMIC GROUP LIVING IN CHEYENNE, WYOMING? THUS, THE USE OF PEABODY PICTURE VOCABULARY TESTS TO MAKE EDUCATIONAL DECISIONS ABOUT THIS CHILD WOULD BE EXTREMELY INAPPROPRIATE. THE RESULTS OBTAINED WOULD BE MEANINGLESS.

2) RELIABILITY

RELIABILITY REFERS TO THE EXTENT TO WHICH AN ASSESSMENT DEVICE PRODUCES CONSISTENT RESULTS. UNRELIABLE ASSESSMENT CAN LEAD TO ERRONEOUS DECISION-MAKING.

SINCE ALL TESTS CONTAIN AN ERROR FACTOR, WE NEED TO LOOK FOR TESTS WHICH HAVE LESS OF AN ERROR FACTOR THAN OTHERS. THE GREATER THE ERROR FACTOR, THE MORE UNRELIABLE THE TESTS AND THE GREATER THE POTENTIAL FOR BIAS TO OCCUR.

3) VALIDITY

A FINAL POINT TO THINK ABOUT IN TERMS OF TECHNICAL ADEQUACY IS VALIDITY. VALIDITY IS THE EXTENT TO WHICH A TEST MEASURES WHAT ITS AUTHORS OR USERS CLAIM IT MEASURES. BEFORE A TEST CAN BE SAID TO ASSESS WHAT IT CLAIMS TO ASSESS, IT MUST FIRST BE SHOWN TO BE RELIABLE. THOSE TESTS THAT ARE UNRELIABLE CANNOT BE CONSIDERED VALID. IN DETERMINING WHETHER A TEST IS VALID OR NOT, ONE SHOULD ASK SEVERAL QUESTIONS.

a) IS THIS QUESTION AN APPROPRIATE TEST QUESTION AND DOES IT REALLY MEASURE THE TEST CONTENT? IF A TEST PURPORTS TO MEASURE THE ABILITY TO SPELL WORDS, IT SHOULD REQUIRE THE STUDENT TO SPELL WORDS.

b) HOW COMPLETE IS THE ITEM SAMPLE? IF AN ARITHMETIC TEST INCLUDED EXAMPLES OF ONLY ONE OR TWO TYPES OF PROBLEMS, ITS VALIDITY AS A TEST OF ARITHMETIC ACHIEVEMENT MIGHT BE QUESTIONABLE.

c) HOW IS THE CONTENT MEASURED? THE METHOD CHOSEN SHOULD REALLY MEASURE THE CONTENT AND NOT OTHER FACTORS. IN OTHER WORDS, IF YOU CHOOSE A MULTIPLE CHOICE FORMAT, OR A FILL IN THE BLANKS METHOD TO MEASURE A SKILL, IT SHOULD RELIABLY DO THAT AND NOT SOMETHING ELSE.

IV. EXAMINER BIAS

THE LAST AREA TO BE DISCUSSED IS THE AREA OF EXAMINER BIAS. ALTHOUGH WE MAY NOT LIKE TO THINK OF OURSELVES AS BIASED IN ANY WAY TOWARD CHILDREN WHOM WE MIGHT BE TESTING, THE FACT REMAINS THAT EVERYONE HAS A BIAS TO SOME DEGREE. WE NEED TO BE CAREFUL THAT OUR OWN BIASES DO NOT AFFECT THE PERFORMANCE OF STUDENTS WHO ARE BEING ASSESSED. EXAMINER BIAS CAN OCCUR IN TEST ADMINISTRATION, TEST SCORING AND TEST INTERPRETATION.

A. TEST ADMINISTRATION

IT IS WELL ACCEPTED AND RATHER OBVIOUS THAT THE EXAMINER'S STYLE IN ESTABLISHING RAPPORT WITH STUDENTS, MOTIVATING THEM TO DO THEIR BEST, RESPONDING TO QUESTIONS, AND ALLAYING APPREHENSION INFLUENCES THE EXTENT TO WHICH THE STUDENTS' BEST PERFORMANCE IS ELICITED. SEX OF THE EXAMINER, AS WELL AS NUMBER OF YEARS OF EXPERIENCE, ARE TYPICALLY FOUND TO BE UNRELATED TO STUDENT TEST PERFORMANCE. THE INFLUENCE OF THE EXAMINER'S RACE ON PERFORMANCE HAS ALSO BEEN

ANALYZED. THE MAJORITY OF STUDIES IN THIS AREA REVEAL NO TENDENCY FOR BLACK CHILDREN TO SCORE HIGHER OR LOWER WHEN TESTED BY AN ANGLO OR A BLACK EXAMINER, ALTHOUGH THERE IS SOME EVIDENCE THAT OLDER ADOLESCENT AND BLACK ADULTS MAY PREFER TO BE PAIRED WITH BLACKS RATHER THAN ANGLO COUNSELORS OR PSYCHOLOGISTS.

B. TEST SCORING

IT IS POSSIBLE FOR BIAS TO OCCUR IN TEST SCORING AS A RESULT OF PROCEDURAL ERRORS LIKE INCORRECTLY COMPUTING AGE LEVELS, INCORRECTLY ESTABLISHING BASALS AND CEILINGS, AND FAILURE TO ALLOW ANY CREDIT FOR RESPONSES WHICH ARE UNIQUE, CREATIVE, OR UNUSUAL. FAILURE TO ALLOW CREDIT FOR ITEMS WHICH RELATE TO CULTURAL OR PERSONAL CONSIDERATIONS OF THE CHILD CAN ALSO BE A FACTOR IN SCORING BIAS.

C. TEST INTERPRETATION

BIAS IN INTERPRETING TEST RESULTS CAN OCCUR THROUGH INCORRECTLY INTERPRETING A STUDENT'S PERFORMANCE IN COMPARISON TO THE NORM GROUP. SUCH AN INTERPRETATION IS ESPECIALLY LIKELY TO OCCUR IF THE STUDENT'S ETHNIC GROUP WAS NOT UTILIZED IN THE STANDARDIZATION SAMPLE. ADDITIONAL BIAS CAN OCCUR AS A RESULT OF LOOKING AT ONLY THE STUDENT'S SCORE (E.G., I.Q.) WITHOUT CONSIDERATION OF FACTORS WHICH MIGHT CONTRIBUTE TO THAT SCORE.

WE HAVE SPENT CONSIDERABLE TIME REVIEWING THE SOURCES OF BIAS IN EVALUATION. YET SUCH A REVIEW IS TIME WASTED UNLESS IT LEADS TO AN AWARENESS OF STRATEGIES WHICH CAN BE USED TO MINIMIZE BIAS.

THE HANDOUT WHICH I WILL NOW GIVE YOU SUMMARIZES SOME STEPS WHICH CAN BE TAKEN TO REDUCE BIAS IN EVALUATION. TAKE A MINUTE TO REVIEW IT, THEN WE WILL DISCUSS ANY QUESTIONS YOU MAY LIKE TO RAISE IN REGARD TO THE HANDOUT.

PASS OUT HANDOUT 1 (H-1-3)

ALLOW PARTICIPANTS A FEW MINUTES TO REVIEW IT, THEN RESPOND TO ANY QUESTIONS WHICH MIGHT BE RAISED.

HAVE HANDOUTS 4-14 PREPARED IN PACKETS FOR PARTICIPANTS. THIS WILL ALLEVIATE THE NECESSITY OF PASSING THEM OUT ONE AT A TIME, WHICH COULD INTERRUPT THE FLOW OF QUESTIONS AND ANSWERS.

TO DETERMINE WHETHER YOU HAVE AN UNDERSTANDING OF THE SOURCES OF BIAS IN EVALUATION, I WILL ASK YOU TO EVALUATE A TEST WITH WHICH YOU ARE FAMILIAR IN ORDER TO ASSESS ITS APPROPRIATENESS FOR USE WITH CULTURALLY DIFFERENT GROUPS. IN ORDER TO COMPLETE THIS ASSIGNMENT YOU WILL NEED TO FORM SMALL GROUPS OF 4-5. AS A GROUP, CHOOSE ONE AREA OF ASSESSMENT, SELECT ONE TOOL YOU MIGHT TYPICALLY USE, AND THEN EVALUATE IT

USING THE CHECKLIST WHICH I WILL PROVIDE. YOU HAVE 15 MINUTES FOR THIS ACTIVITY.

DIRECT PARTICIPANTS TO FORM GROUPS OF 4-5. PASS OUT HANDOUT 15 TO EACH GROUP. ALLOW 15 MINUTES FOR THEM TO COMPLETE THE ACTIVITY. AFTER 15 MINUTES, ASK ONE PARTICIPANT FROM EACH GROUP TO IDENTIFY THE TEST SELECTED AND TO REPORT THE RESULTS OF THE EVALUATION ON THAT TEST.

THE CHECKLIST WHICH YOU HAVE JUST COMPLETED CAN BECOME A USEFUL PLANNING TOOL TO ASSIST YOU IN SELECTING THE APPROPRIATE TEST FOR A CULTURALLY DIFFERENT STUDENT. IF THERE WERE A NUMBER OF ITEMS WHICH WERE CHECKED 'DON'T KNOW' THEN FURTHER EXAMINATION OF THE TEST WOULD BE NEEDED BEFORE USING IT WITH A MINORITY STUDENT. IF THERE WERE A NUMBER OF ITEMS WHICH WERE MARKED AS A 'NO,' THEN YOU WOULD NEED TO SELECT AN ALTERNATE TEST OR PERHAPS USE A CRITERION-REFERENCED TEST.

I WOULD LIKE TO CONCLUDE THE TRAINING WITH THIS QUOTATION FROM JIM TUCKER, AN EDUCATOR WHO HAS WRITTEN MUCH ON THE PROCESS OF CONDUCTING COMPREHENSIVE, MULTIDISCIPLINARY NON-BIASED EVALUATIONS:

SHOW TRANSPARENCY 2 (T-2)

READ ALOUD.

MULTIDISCIPLINARY ASSESSMENT:
SOURCES OF BIAS IN EVALUATION

1. THERE IS NO MAGICAL TEST, OR TEST BATTERY, THAT IS NONBIASED OR CULTURALLY FAIR;
2. WE CANNOT WASTE ANY MORE TIME LOOKING FOR SUCH TESTS;
3. WE DO NOT NEED TO TOTALLY ABANDON THE USE OF STANDARDIZED TESTS;
4. WE DO NEED TO LEARN TO USE MORE APPROPRIATELY THE ASSESSMENT RESOURCES CURRENTLY AVAILABLE TO GATHER INFORMATION ABOUT THE MOTIVATIONS, ASPIRATIONS, VALUES, LEARNING STYLES OF THE CHILDREN AND FAMILIES WE SERVE.

USAGE SUMMARY

Purpose: To familiarize participants with a process for arriving at critical questions to be answered as a result of a comprehensive multidisciplinary assessment.

Objective: Once participants have completed this component they will:

--analyze a referral to determine critical questions to be answered as a result of a comprehensive multidisciplinary assessment.

Materials:

Transparency 1
Handouts 1-4

Aids:

Overhead projector
Screen
Transparency pen
Chalkboard, chalk

Presentation Format: Large group presentation and small groups of 4-5.

Time: 45 minutes

PRESENTATION OUTLINE

I. Introduction to referral analysis

II. Reasons for conducting a referral analysis

III. The referral analysis chart

IV. How to do a referral analysis

V. Critical questions which result from a referral analysis

VI. Referral analysis on Hector Hyper

VII. Group debriefing

Much of the content used in this module has been excerpted from:

Multidisciplinary Assessment Team Practices, developed for NWRRC by Directions Resources Group, Austin, Texas.

SCRIPT TEXT

WE HAVE SEEN THAT THE FIRST STEP IN IMPLEMENTING A MULTIDISCIPLINARY ASSESSMENT IS TO DETERMINE THE CRITICAL QUESTIONS WHICH MUST BE ANSWERED AS A RESULT OF THE EVALUATION. ANSWERING THESE QUESTIONS SHOULD RESOLVE THE MORE BASIC QUESTION: IS THE CHILD ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES?

STARTING WITH A LIST OF QUESTIONS HELPS ASSESSMENT TEAMS INDIVIDUALIZE ASSESSMENTS FOR EACH CHILD'S UNIQUE NEEDS RATHER THAN WASTE CONSIDERABLE TIME AND RESOURCES ADMINISTERING A STANDARD BATTERY OF TESTS TO EACH CHILD WHO HAS BEEN REFERRED. THE PROCESS OF ARRIVING AT THE CRITICAL QUESTIONS IS CALLED A REFERRAL ANALYSIS.

BESIDES ARRIVING AT ASSESSMENT QUESTIONS ARE THERE ANY OTHER REASONS WHY A REFERRAL ANALYSIS WOULD BE USEFUL?

WAIT FOR PARTICIPANT RESPONSE.

IF NO RESPONSE, ADD:

THE REFERRAL ANALYSIS CAN ALSO BE A MANAGEMENT TOOL TO ASSURE THAT A COMPREHENSIVE ASSESSMENT IS DONE IN EACH AREA REQUIRED BY LAW.

IN ORDER TO ANALYZE A REFERRAL, IT IS SOMETIMES HELPFUL TO DISPLAY REFERRAL DATA ON A CHART LIKE THIS ONE.

PASS OUT HANDOUT 1 (H-1)

IF YOU LOOK CAREFULLY AT THE CHART YOU WILL SEE THAT IT HAS SPACE TO LIST THE PROBLEM AREAS REPRESENTED BY THE REFERRAL, INFORMATION THAT IS ALREADY KNOWN, CRITICAL QUESTIONS TO BE ANSWERED, PERSONNEL WHO CAN ANSWER THE QUESTIONS AND STRATEGIES OR INSTRUMENTS USEFUL IN OBTAINING ANSWERS TO THE QUESTIONS. PLEASE NOTE THAT THIS FORM IS SUGGESTED AS A BEST PRACTICE TO HELP TEAMS ORGANIZE ASSESSMENT STRATEGIES. THERE ARE NO REQUIREMENTS, FEDERAL OR OTHERWISE, THAT YOU USE THIS SPECIFIC FORM OR ANY AT ALL.

LIST THE FOLLOWING STEPS ON THE CHALKBOARD.

1. DETERMINE THE PROBLEM AREAS OF THE REFERRAL (E.G., BEHAVIOR, MATH, READING, ETC.).
2. LIST WHAT IS ALREADY KNOWN ABOUT THE AREAS (E.G., TEST SCORES, TEST RESULTS).
3. LIST THE SPECIFIC QUESTIONS WHICH NEED TO BE ANSWERED ABOUT THE PROBLEM AREAS.

HERE IS AN EXAMPLE OF SOME CRITICAL QUESTIONS WHICH COULD FLOW FROM THE REFERRAL ANALYSIS.

PASS OUT HANDOUT 2 (H-2)

PLEASE TAKE A MOMENT TO REVIEW IT. THESE QUESTIONS ARE BY NO MEANS THE ONLY ONES WHICH MIGHT OCCUR AS A RESULT OF THE REFERRAL ANALYSIS. WHAT ARE SOME QUESTIONS THAT WE MIGHT WANT TO HAVE

ANSWERED ABOUT THESE AREAS? LET'S TAKE THE PHYSICAL AREA FIRST. WHO CAN SUGGEST SOME ADDITIONAL QUESTIONS? I'LL WRITE THEM ON THE CHALKBOARD AND YOU MAY WRITE THEM ON YOUR HANDOUT.

WRITE RESPONSES ON CHALKBOARD. ASK PARTICIPANTS TO SUPPLY ADDITIONAL QUESTIONS FOR EACH AREA AND WRITE THEM ON THE CHALKBOARD.

NOW WE HAVE QUITE A LIST OF QUESTIONS HERE. LET'S SEE HOW THE REFERRAL ANALYSIS WOULD APPLY TO A SIMULATED SITUATION. SUPPOSE THAT YOU ARE THE COORDINATOR OF SPECIAL SERVICES AND YOU HAVE RECEIVED A REFERRAL ON A STUDENT WHOM WE WILL CALL HECTOR HYPER. HERE IS THE REFERRAL.

PASS OUT HANDOUT 3 (H-3)

NOW OUR TASK IS TO DETERMINE WHAT QUESTIONS NEED TO BE ANSWERED BY THE ASSESSMENTS. LET'S LOOK FIRST AT WHAT IS KNOWN. WE DO THAT BECAUSE WE DON'T WANT TO WASTE TIME DOING AN ASSESSMENT FOR SOMETHING WHICH IS ALREADY KNOWN.

SHOW TRANSPARENCY 1 (T-1)

WE CAN SEE FROM THE REFERRAL THAT HECTOR HAS SOME PROBLEMS IN BEHAVIOR AND BASIC ACADEMIC SKILLS. THE REASON FOR REFERRAL TELLS US THAT. LIST THESE PROBLEM AREAS ON YOUR CHART - BEHAVIOR, READING, MATH AND SPELLING. ALSO WRITE DOWN WHAT THE REFERRAL SAYS ABOUT THOSE PROBLEMS.

WRITE THESE ON THE TRANSPARENCY.

LET'S TAKE THE BEHAVIOR AREA FIRST. WHAT ARE SOME QUESTIONS WHICH WOULD NEED TO BE ANSWERED? ONE MIGHT BE, WHAT BEHAVIOR NEEDS TO BE CHANGED? ANOTHER MIGHT BE, WHAT BEHAVIOR NEEDS TO BE MAINTAINED?

WRITE THESE ON THE TRANSPARENCY.

WHAT OTHER THINGS ABOUT THE BEHAVIOR WOULD I NEED TO KNOW?

ASK FOR RESPONSES FROM THE PARTICIPANTS. WRITE THESE ON TRANSPARENCY.

THE NEXT AREA AT WHICH WE NEED TO LOOK IS READING. WHAT ARE SOME CRITICAL QUESTIONS TO BE ANSWERED ABOUT HECTOR'S READING ABILITY? WE SEE THAT ON GROUP TESTS OF ACHIEVEMENT HE'S READING AT THE FIRST GRADE LEVEL AND THAT HIS WORD RECOGNITION IS POOR. WHAT ELSE WOULD WE NEED TO KNOW?

WRITE PARTICIPANT RESPONSES ON THE TRANSPARENCY.

WHAT I WOULD LIKE FOR YOU TO DO NOW IS TO FORM GROUPS OF 4 AND 5 AND COMPLETE THE REFERRAL ANALYSIS FOR MATH AND SPELLING.

YOU HAVE 15 MINUTES TO COMPLETE THIS TASK.

AFTER 15 MINUTES ASK ONE PARTICIPANT FROM EACH GROUP TO SHARE THE RESPONSES.

LET'S REVIEW THE REFERRAL ON HECTOR. WHAT DID YOUR GROUP WRITE DOWN? HERE IS ONE THAT HAS BEEN PREPARED. USE IT TO CHECK YOUR RESPONSES.

PASS OUT HANDOUT 4 (H-4)

DOES IT SUGGEST SOME ADDITIONAL QUESTIONS TO BE EXPLORED? IS IT VALUABLE TO INCLUDE THEM? IF SO, WRITE THESE ON YOUR CHART. WHAT DID YOU LEARN AS A RESULT OF DOING THIS ACTIVITY?

ASK SEVERAL PARTICIPANTS TO RESPOND.

CAN YOU SEE THE VALUE OF A REFERRAL ANALYSIS? WHAT IS IT A USEFUL TOOL? WOULD YOU USE IT IN YOUR DISTRICT? WHY OR WHY NOT?

ALLOW PARTICIPANTS ABOUT 5 MINUTES TO EXPRESS THEIR FEELINGS ABOUT THE ACTIVITY. THEN GO ON TO THE NEXT TRAINING COMPONENT.

USAGE SUMMARY

Purpose: To assist the multidisciplinary team in determining resources for comprehensive multidisciplinary evaluations.

Objectives: After completing this module, participants will:

--identify resources within their district and community for comprehensive evaluation.

--select needed assessment personnel for a referral that has previously been analyzed.

Materials:

--Handouts 1-2

Aids:

--Chalkboard, chalk

Presentation Format: Large group presentation and small groups of 3-4

Time: One hour

PRESENTATION OUTLINE

I. Introduction

II. Areas of comprehensive evaluation and personnel to conduct assessments to answer the critical questions

  A. Physical system and personnel

  B. Psychological system and personnel

  C. Social system and personnel

  D. Cognitive system and personnel

  E. Communication system and personnel

III. Decision process for selecting personnel

  A. Can school district personnel answer the MDA questions?

    1. Wyoming State Board Regulations

  B. If no, can other agency personnel answer the questions?

  C. If neither school nor agency personnel can answer the question, what special consultant services can be purchased?

  D. Is there a duplication of services?

  E. If yes, who can perform the assessment most competently and most efficiently?

  F. What can be done if services cannot be purchased?

IV. Final word about team composition

Much of the content used in this module has been excerpted from: Multidisciplinary Assessment Team Practices, developed for NWRRC by Directions Resources Group, Austin, Texas.

SCRIPT TEXT

IN THE LAST MODULE WE LEARNED THE IMPORTANCE OF USING A REFERRAL ANALYSIS TO DERIVE MAJOR ASSESSMENT QUESTIONS. WE SAID THAT IT WAS AN IMPORTANT PLANNING TOOL. IN THIS MODULE YOU WILL LEARN HOW TO USE THE REFERRAL ANALYSIS TO SELECT A MULTIDISCIPLINARY ASSESSMENT TEAM. AT THE COMPLETION OF THIS COMPONENT YOU WILL BE ABLE TO:

--IDENTIFY EVALUATION RESOURCES IN YOUR DISTRICT AND COMMUNITY

--SELECT NEEDED ASSESSMENT PERSONNEL FOR A REFERRAL THAT HAS PREVIOUSLY BEEN ANALYZED.

AFTER THE MAJOR ASSESSMENT QUESTIONS HAVE BEEN PINPOINTED, THE NEXT STEP IN IMPLEMENTING A MULTIDISCIPLINARY ASSESSMENT TEAM IS TO SELECT PERSONNEL TO COMPRISE A MULTIDISCIPLINARY TEAM. THIS IS DONE BY LOOKING AT THE SKILLS POSSESSED BY POTENTIAL TEAM MEMBERS AND SELECTING TEAM MEMBERS WHO ARE BEST QUALIFIED TO PERFORM ASSESSMENTS THAT WILL ANSWER THE QUESTIONS.

LET'S LOOK AT THE MAJOR AREAS OF COMPREHENSIVE EVALUATION AND THEN IDENTIFY PERSONNEL WHO CAN ANSWER THE ASSESSMENT QUESTIONS. ONCE WE HAVE DONE THIS WE WILL HAVE A LIST OF POSSIBLE MULTIDISCIPLINARY ASSESSMENT TEAM MEMBERS.

PASS OUT HANDOUT 1 (H-1)

MULTIDISCIPLINARY ASSESSMENT:
SELECTING AN MDA TEAM

THIS HANDOUT COVERS AREAS OF COMPREHENSIVE EVALUATION WITH CRITICAL QUESTIONS FOR EACH. LET'S LOOK FIRST AT THE PHYSICAL SYSTEM. THESE QUESTIONS MIGHT BE ANSWERED BY LICENESED MEDICAL DOCTORS AND PHYSICIANS. WHO ARE SOME MEDICAL PERSONNEL WHO WOULD BE ABLE TO ANSWER THESE QUESTIONS? I'LL WRITE YOUR RESPONSES ON THE CHALKBOARD AND YOU WRITE THEM ON THIS HANDOUT.

WRITE PARTICIPANT RESPONSES ON CHALKBOARD.

LIST MIGHT INCLUDE THE FOLLOWING:

--FAMILY PHYSICIAN
--PEDIATRICIAN
--NEUROLOGIST

WHO COULD PROVIDE SOME INFORMATION ABOUT THE VISION, HEARING AND MOTOR COMPONENTS OF THE PHYSICAL SYSTEM?

WRITE THESE ON CHALKBOARD.

LIST MIGHT INCLUDE THE FOLLOWING:

--SCHOOL NURSE
--PUBLIC HEALTH NURSE
--OPTOMETRIST
--OPTHAMOLOGIST
--AUDIOLOGIST
--FAMILY PHYSICIAN
--SPEECH THERAPIST
--READING TEACHER
--P.E. TEACHER
--ADAPTIVE P.E. TEACHER
--OCCUPATIONAL THERAPIST
--EDUCATIONAL DIAGNOSTICIAN
--PHYSICAL THERAPIST

LET'S GO ON TO THE PSYCHOLOGICAL SYSTEM. HERE WE WOULD WANT TO KNOW ABOUT THE EMOTIONAL/BEHAVIORAL FUNCTIONING OF THE CHILD. WHO ARE SOME POTENTIAL TEAM MEMBERS TO ANSWER THESE QUESTIONS?

WRITE PARTICIPANT RESPONSES ON THE CHALKBOARD.

POSSIBLE TEAM MEMBERS MIGHT BE:
--PARENT
--REGULAR CLASSROOM TEACHER
--SPECIAL EDUCATION TEACHER
--PSYCHOLOGIST
--CHILD PSYCHIATRIST

THE NEXT AREA OF CONCERN IS THE SOCIAL SYSTEM WHICH CONCERNS ADAPTIVE BEHAVIOR INSIDE AND OUTSIDE THE SCHOOL ENVIRONMENT AND FAMILY RELATED QUESTIONS. WHO MIGHT BE ABLE TO ANSWER QUESTIONS ABOUT THIS AREA?

WRITE PARTICIPANT RESPONSES ON THE CHALKBOARD.

POSSIBLE TEAM MEMBERS MIGHT INCLUDE:
--PARENT
--SOCIAL WORKER
--MENTAL HEALTH COUNSELOR
--CLINICAL PSYCHOLOGIST

THE NEXT AREA OF CONCERN IS THE COGNITIVE OR MENTAL SYSTEM. IT CONCERNS THE STUDENT'S LEARNING POTENTIAL AND ACADEMIC PERFORMANCE. WHO ARE THE PERSONS BEST QUALIFIED TO ANSWER THESE QUESTIONS?

WRITE PARTICIPANT RESPONSES ON THE CHALKBOARD.

ANSWERS MIGHT INCLUDE:

--SCHOOL PSYCHOLOGIST
--EDUCATIONAL DIAGNOSTICIAN
--PSYCHOLOGICAL TECHNICIAN
--SPECIAL EDUCATION TEACHER
--REGULAR EDUCATION TEACHER
--PARENT
--READING TEACHER
--VOCATIONAL EDUCATOR

THE LAST AREA OF CONCERN IS THE COMMUNICATION SYSTEM. THE CONCERN HERE IS HOW THE STUDENT USES ORAL LANGUAGE AND HOW HE/SHE PERFORMS WITH WRITTEN LANGUAGE. WHO ARE THE POSSIBLE TEAM MEMBERS FOR THIS AREA?

WRITE PARTICIPANT RESPONSES ON THE CHALKBOARD.

MULTIDISCIPLINARY ASSESSMENT:
SELECTING AN MDA TEAM

POSSIBLE MEMBERS ARE:
--SPEECH THERAPIST
--LANGUAGE THERAPIST
--SPECIAL EDUCATION TEACHER
--EDUCATIONAL DIAGNOSTICIAN
--REGULAR EDUCATION TEACHER
--PARENT

YOU CAN SEE FROM THE LIST WE HAVE JUST GENERATED THAT THERE ARE QUITE A NUMBER OF PERSONNEL WHO COULD BE CHOSEN TO SERVE ON THE MULTIDISCIPLINARY ASSESSMENT TEAM. THE QUESTION IS HOW DO YOU DECIDE WHO SHOULD BE SELECTED? WHAT I WOULD LIKE TO OFFER NEXT IS A PROCESS WHICH SHOULD HELP YOU MAKE THAT DECISION.

FIRST ASK, CAN SCHOOL PERSONNEL ANSWER THE MULTIDISCIPLINARY ASSESSMENT QUESTIONS? IF YES, LIST THOSE QUALIFIED AND AVAILABLE.

IN TERMS OF QUALIFICATIONS OF TEAM MEMBERS, WE NEED TO REFER TO THE WYOMING STATE BOARD REGULATIONS. THE REGULATIONS REQUIRE THAT:

1. ASSESSMENTS MUST BE PERFORMED BY A MULTIDISCIPLINARY TEAM.
2. THE TEAM MUST BE COMPRISED OF PERSONNEL WHO ARE APPROPRIATELY CERTIFIED AND ENDORSED BY THE WYOMING STATE DEPARTMENT OF EDUCATION AND/OR PERSONNEL WHO ARE PROPERLY LICENSED TO RENDER SUCH SERVICES.
3. AT LEAST ONE MEMBER OF THE ASSESSMENT TEAM MUST BE KNOWLEDGEABLE IN THE AREA OF THE SUSPECTED DISABILITY.

4. SELECTION OF THE PERSONNEL AND DISCIPLINES TO COMPRISE THE ASSESSMENT MUST BE BASED ON THE CHILD'S PRESENTING PROBLEM CONCERNS EXPRESSED BY THE REFERRING SOURCE AND THE SUSPECTED HANDICAPS.

IF THE CHILD IS SUSPECTED OF HAVING SPECIFIC LEARNING DISABILITIES, THERE ARE ADDITIONAL REQUIREMENTS FOR TEAM MEMBERSHIP.

DISTRICTS SHOULD BE AWARE THAT THE FEDERAL AND STATE REGULATIONS ON SPECIFIC LEARNING DISABILITIES REQUIRE THE TEAM:

(1) INCLUDE THE CHILD'S REGULAR TEACHER OR, IF THE CHILD DOES NOT HAVE A REGULAR TEACHER, A REGULAR CLASSROOM TEACHER QUALIFIED TO TEACH A CHILD OF HIS OR HER AGE;

(2) HAVE ONE TEAM MEMBER OTHER THAN THE CHILD'S REGULAR TEACHER OBSERVE THE CHILD'S ACADEMIC PERFORMANCE IN THE REGULAR CLASSROOM SETTING.

ONCE WE HAVE DETERMINED THAT THERE ARE QUALIFIED PERSONNEL AVAILABLE WE WOULD THEN LIST THEM ON THE REFERRAL ANALYSIS CHART. NOW SUPPOSE THERE AREN'T QUALIFIED PERSONS AVAILABLE OR SUPPOSE THAT THERE ARE SOME QUESTIONS WHICH CAN'T BE ANSWERED BY THE AVAILABLE SCHOOL PERSONNEL.

IN THOSE CASES WE WOULD IDENTIFY OTHER AGENCY PERSONNEL AVAILABLE AND QUALIFIED TO ANSWER THEM.

FOR EXAMPLE, EVALUATIONS MIGHT BE SOUGHT FROM PERSONNEL AT MENTAL HEALTH CLINICS, DEPARTMENTS OF HEALTH AND SOCIAL SERVICES, STATE REHABILITATION AGENCIES, ERCs AND BOCES. ONCE IDENTIFIED, THESE PERSONS WOULD BE LISTED ON THE REFERRAL ANALYSIS CHART.

IF NEITHER SCHOOL NOR OTHER AGENCY PERSONNEL ARE AVAILABLE AND/OR QUALIFIED, THEN ASK WHAT SPECIAL CONSULTANT SERVICES CAN

BE PURCHASED. IN OTHER WORDS, ARE THERE QUALIFIED PERSONNEL AVAILABLE FROM THE UNIVERSITY, IN PRIVATE PRACTICE, OR IN A REGIONAL CENTER (FOR EXAMPLE, A DEAF-BLIND CENTER.)

THE NEXT QUESTION IS, IS THERE A DUPLICATION OF MULTIDISCIPLINARY ASSESSMENT SERVICES? FOR EXAMPLE:

> BOTH SCHOOL PSYCHOLOGIST AND EDUCATIONAL SPECIALIST/DIAGNOSTICIAN ARE AVAILABLE TO ANSWER QUESTIONS ABOUT LEARNING POTENTIAL AND ACADEMIC PERFORMANCE.

IF YES, WHO CAN PERFORM THE MULTIDISCIPLINARY ASSESSMENT THE MOST COMPETENTLY AND EFFICIENTLY?

WHAT SHOULD BE DONE IF CONSULTANT SERVICES CANNOT BE PURCHASED? (E.G., SHOULD THE CHILD BE TRANSPORTED TO SITE WHERE EVALUATION IS AVAILABLE? ARE THERE CHARITABLE INSTITUTIONS LIKE LION'S CLUB, SHRINER'S, WHICH MIGHT BE SOURCES OF FUNDS TO CONDUCT EVALUATIONS?) NOTE: IF THE SCHOOL REQUESTS THE EVALUATION, THE COST OF THE EVALUATION MUST BE PAID BY THE LOCAL DISTRICT.

THERE IS ONE OTHER POINT TO BE MADE ABOUT THE COMPOSITION OF THE TEAM. THAT IS, WHILE THERE MAY BE CORE MEMBERS WHO FORM THE BASIS OF A MULTIDISCIPLINARY TEAM (I.E., SPECIAL EDUCATION TEACHER), THE SIZE AND MEMBERSHIP OF THE TEAM SHOULD VARY ACCORDING TO THE COMPLEXITY OF THE CHILD'S PROBLEM. GENERALLY, THE MORE SEVERE THE SUSPECTED DISABILITY, THE MORE TEAM MEMBERS NEEDED TO CONDUCT THE ASSESSMENT.

PASS OUT HANDOUT 2 (H-2)

DIRECT PARTICIPANTS TO FORM GROUPS, AS BELOW, AND DESIGNATE ONE PERSON AS A RECORDER.

NOW THAT WE HAVE AN IDEA AS TO HOW TO SELECT ASSESSMENT PERSONNEL, LET'S IDENTIFY THE PERSONNEL YOU HAVE IN YOUR DISTRICT. ON THIS FORM, LIST PERSONNEL IN YOUR DISTRICT WHO WOULD BE AVAILABLE TO CONDUCT ASSESSMENTS WHICH WOULD ANSWER THE QUESTIONS. ALSO LIST PERSONNEL WHO COULD PROVIDE THE ASSESSMENTS IF NO SCHOOL PERSONNEL ARE AVAILABLE. BE SURE TO CONSIDER WHETHER THERE IS DUPLICATION OF ASSESSMENT SERVICES. IF THERE IS, THEN IDENTIFY THOSE WHO CAN PERFORM THE ASSESSMENT THE MOST COMPETENTLY AND EFFICIENTLY. ALSO CONSIDER WHAT CAN BE DONE IF CONSULTANT SERVICES CANNOT BE PURCHASED. TO DO THIS TASK, FORM GROUPS OF 3-4 WITH OTHER PEOPLE FROM YOUR DISTRICT. SELECT ONE PERSON TO BE A RECORDER. YOU HAVE 15 MINUTES FOR THIS TASK.

AFTER 15 MINUTES ASK ONE PARTICIPANT FROM EACH GROUP TO REPORT ON THE RESOURCES AVAILABLE IN THEIR DISTRICT.

IN ORDER TO PUT THAT INFORMATION INTO PRACTICE, LET'S ASSUME THAT HECTOR IS A CHILD IN YOUR DISTRICT. I'D LIKE FOR YOU TO TAKE OUT THE REFERRAL ANALYSIS FOR HIM. WE HAVE ALREADY IDENTIFIED THE ASSESSMENT QUESTIONS, SO WE KNOW WHAT KIND OF AN ASSESSMENT IS REQUIRED. SHOULD HE BE ASSESSED IN EVERY AREA OF COMPREHENSIVE EVALUATION THAT WE'VE NOTED? WHAT KINDS OF ASSESSMENT WOULD NOT BE NEEDED?

ASK FOR PARTICIPANT RESPONSE.

MULTIDISCIPLINARY ASSESSMENT:
SELECT AN MDA TEAM

AS A RESULT OF YOUR ANALYSIS OF DISTRICT RESOURCES, YOU ALSO KNOW WHICH DIAGNOSTIC SERVICES YOU CAN PROVIDE. USE THE REFERRAL ANALYSIS TO MATCH HECTOR'S NEEDS AND YOUR RESOURCES. WRITE DOWN THE PERSONNEL WHO ARE QUALIFIED AND AVAILABLE TO CONDUCT THE ASSESSMENT.

ONE FINAL POINT NEEDS TO BE MADE BEFORE CONCLUDING THE TRAINING ON THIS COMPONENT. REGARDLESS OF WHERE THE DIAGNOSTIC SERVICES ARE OBTAINED, PERSONNEL MUST STILL COMPLY WITH THE REQUIREMENTS SET BY THE WYOMING STATE BOARD OF EDUCATION.

USAGE SUMMARY

Purpose: To assist multidisciplinary teams in selecting appropriate assessment strategies for determining eligibility for special class placement as well as providing data for instructional planning.

Objective: Once participants have completed this component, they will be able to:

-- list appropriate assessment strategies (techniques and instruments) for a referral which has previously been analyzed.

Materials:

Handouts: 1-4

Transparencies: 1

Aids:

-overhead projector

-screen

-chalkboard, chalk

Presentation Format: Large group presentation and small group teams of no more than six

Time: Approximately one hour and 15 minutes

PRESENTATION OUTLINE

I. Test Design Simulation

II. Considerations in Choosing Tests

  A. Purpose

  B. Test Target

  C. Task Demands and Content

  D. Interpretive Data

  E. Technical Adequacy

    1. Norms

    2. Reliability

    3. Validity

III. Other Assessment Approaches

  A. Interview

    1. Purpose

    2. Uses

    3. Cautions

  B. Observation

    1. Strengths

    2. Weaknesses

SCRIPT TEXT

IN THE PREVIOUS COMPONENT WE SELECTED THE PERSONNEL TO COMPRISE A MULTIDISCIPLINARY TEAM. IN THIS COMPONENT YOU WILL RECEIVE SOME GUIDELINES FOR CHOOSING APPROPRIATE ASSESSMENT STRATEGIES. AT THE COMPLETION OF THE TRAINING ON THIS COMPONENT YOU WILL BE ABLE TO SELECT APPROPRIATE ASSESSMENT STRATEGIES FOR A REFERRAL WHICH HAS BEEN PREVIOUSLY ANALYZED.

BEFORE I BEGIN THE TRAINING ON THIS COMPONENT I'D LIKE YOU TO IMAGINE THIS SITUATION. YOU WORK FOR A LARGE CORPORATION. YOU ARE JUST STARTING OUT SO YOUR SALARY IS $10,000. YOU HAVE A CLERICAL TYPE OF A JOB WHICH DOESN'T OFFER MUCH OF A CHALLENGE TO YOU BUT YOU KNOW THAT YOU'RE CAPABLE OF DOING MUCH BETTER. YOU KNOW THAT YOU HAVE SKILLS AND TALENTS THAT YOU HAVEN'T BEGUN TO USE YET. EACH DAY YOU ASK THE PRESIDENT FOR SOMETHING MORE CHALLENGING, EACH DAY HE IGNORES YOU. FINALLY ONE DAY HE COMES INTO YOUR OFFICE AND SAYS, "__(SUPPLY A PARTICIPANT'S NAME)____, I'VE GOT A BIG JOB FOR YOU. I'LL PAY YOU THREE TIMES YOUR SALARY FOR THE YEAR IF YOU CAN COMPLETE THIS JOB SUCCESSFULLY." YOU THINK TO YOURSELF, "WOW, $30,000. WHAT I COULDN'T DO WITH THAT!" HALF AFRAID, YOU ASK "WHAT'S THE JOB, J.R.?"

HE SAYS HE WANTS YOU TO DEVELOP A TEST TO ACCURATELY PREDICT PERSONALITY TYPES WHO WOULD SUCCESSFULLY MARKET THE COMPANY'S PRODUCT. IN OTHER WORDS, HE WANTS TO IDENTIFY PEOPLE WHO ARE GOING TO GROSS OVER $1,000,000 IN SALES PER YEAR. YOU SWALLOW HARD, NOT WANTING TO SEEM OVERWHELMED BY THE JOB YOU SAY, "SURE, J.R., I CAN DO IT. I'M GLAD TO HAVE THE OPPORTUNITY." SO YOU SIT DOWN TO THINK ABOUT THIS BIG JOB. WHAT ARE THE KINDS OF THINGS ABOUT WHICH YOU'D NEED TO CONCERN YOURSELF IN ORDER TO BE SURE THAT THIS TEST DOES WHAT IT'S SUPPOSED TO DO? REMEMBER, THERE'S $30,000 RIDING ON THIS ONE.

WAIT FOR PARTICIPANT RESPONSE.

WHAT WE'RE LOOKING FOR ARE SOME CHARACTERISTICS OF A GOOD TEST. WHAT KINDS OF THINGS MAKE A GOOD TEST?

LIST PARTICIPANT RESPONSES ON THE CHALKBOARD.

RESPONSES COULD INCLUDE:

RELIABILITY--THE EXTENT TO WHICH AN ASSESSMENT DEVICE PRODUCES CONSISTENT RESULTS

VALIDITY--THE EXTENT TO WHICH A TEST MEASURES WHAT ITS AUTHORS CLAIM IT MEASURES

PREDICTIVE VALIDITY--HOW WELL DOES IT ACTUALLY PREDICT WHICH TYPES ARE GOING TO BE SUCCESSFUL

NOW THAT YOU'VE DONE SO WELL WITH CRITERIA TO BE CONSIDERED IN MAKING UP TESTS LET'S CHANGE THE SITUATION SOMEWHAT. THERE ARE STILL BIG STAKES BUT NOT NECESSARILY MONEY. WE WANT TO CONSIDER CHOOSING SOME TESTS FOR THE PURPOSE OF HELPING US MAKE EDUCATIONAL

DECISIONS ABOUT CHILDREN, DECISIONS THAT DIRECTLY AND SIGNIFICANTLY AFFECT THE LIFE OPPORTUNITIES OF THOSE CHILDREN.

WHAT I WILL NOW PROVIDE ARE SOME CRITERIA FOR CHOOSING THE PROPER ASSESSMENT. YOU MAY FIND IT HELPFUL TO FOLLOW THE PRESENTATION WITH THIS HANDOUT.

PASS OUT HANDOUT 1 (H-1)

SHOW TRANSPARENCY 1 (T-1)

COVER ALL SECTIONS BUT THE FIRST. UNCOVER AND DISCUSS EACH POINT AS FOLLOWS.

1. PURPOSE OF ASSESSMENT
   THE FIRST THING WE MUST CONSIDER IS THE PURPOSE FOR WHICH ASSESSMENT IS DESIRED. IS IT SCREENING, CLASSIFICATION, OR PROGRAMMING? SOME TESTS ARE APPROPRIATE FOR ONE PURPOSE BUT NOT OTHERS. ANOTHER CONSIDERATION IS THAT THE TESTS MUST HAVE BEEN VALIDATED FOR THE SPECIFIC PURPOSE FOR WHICH THEY ARE USED. MORE WILL BE SAID ABOUT TEST VALIDATION A BIT LATER.
2. TEST TARGET
   THE TEST TARGET IS SIMPLY WHO IS TO BE TESTED. A VERY OBVIOUS DECISION HERE IS WHETHER A GROUP OR INDIVIDUAL TEST IS NEEDED. HOWEVER, IN THE ADMINISTRATION OF A TEST TO AN

INDIVIDUAL, SOME CONSIDERATION NEEDS TO BE GIVEN TO SPECIAL LIMITATIONS OF THE STUDENT WHO IS BEING TESTED. IF THE CHILD HAS A SENSORY OR MOTOR HANDICAP WHICH WOULD INTERFERE WITH HIS/HER PERFORMANCE, SOME TYPE OF ACCOMODATION MUST BE MADE. BOTH STATE AND FEDERAL REGULATIONS REQUIRE THAT "ASSESSMENT MATERIALS ADMINISTERED TO A CHILD WITH IMPAIRED SENSORY, MANUAL, OR SPEAKING SKILLS BE SELECTED SO AS TO ENSURE RESULTS WHICH ACCURATELY REFLECT THE CHILD'S APTITUDE OR ACHIEVEMENT LEVEL."

3. TASK DEMANDS AND CONTENT

TASK DEMANDS REFER TO HOW THE MATERIAL IS PRESENTED AND WHAT IS REQUIRED OF THE STUDENT IN TERMS OF A RESPONSE. SALVIA & YSSELDYKE (1978) POINT OUT THAT SKILL IN CONTENT CANNOT BE MEASURED ACCURATELY IF THE STIMULUS AND RESPONSE DEMANDS ARE BEYOND THE CAPABILITY OF THE STUDENT. ASSESSMENT PERSONNEL NEED TO CONSIDER WHETHER THE CHILD HAS THE PREREQUISITE SKILLS TO RESPOND TO THE TEST QUESTION. FOR EXAMPLE, IF THE TEST QUESTION IS A WORD PROBLEM WHICH NEEDS TO BE SOLVED WE MUST CONSIDER WHETHER THE STUDENT HAS ADEQUATE WORD RECOGNITION AND COMPREHENSION TO READ THE PROBLEMS. IF HE/SHE FAILS THAT PARTICULAR ITEM IT MAY BE DUE TO POOR READING ABILITY, NOT INADEQUATE COMPUTATION SKILLS. WHEN CONSIDERING TEST CONTENT, IT IS NECESSARY TO DECIDE WHETHER YOU WILL USE A SINGLE SKILL BATTERY (E.G., READING) OR A MULTIPLE SKILL BATTERY (E.G., READING, MATH, SPELLING, HANDWRITING, ETC.).

4. INTERPRETIVE DATA

OF CONCERN HERE IS WHETHER YOU WANT TO KNOW HOW A STUDENT COMPARES TO HIS/HER PEERS OR WHETHER YOU WANT TO KNOW HOW S/HE COMPARES TO A PERFORMANCE STANDARD. IF IT'S THE FORMER, THEN CHOOSE A NORM REFERENCED TEST. IF IT'S THE LATTER, CHOOSE A CRITERION REFERENCED TEST. THE NEXT HANDOUT POINTS OUT SOME OF THE MERITS OF CRITERION REFERENCED TESTS AS OPPOSED TO NORM REFERENCED ONES.

PASS OUT HANDOUT 2 (H-2)

TYPICALLY, A CONTROVERSY ARISES AS TO WHETHER NORM-REFERENCED OR CRITERION-REFERENCED TESTS ARE MORE APPROPRIATE FOR DETERMINING ELIGIBILITY. LET ME JUST SAY THAT FOR PURPOSES OF COMPREHENSIVE ASSESSMENT, IT IS BEST TO USE BOTH NORM-REFERENCED AND CRITERION-REFERENCED MEASURES. BOTH PROVIDE NECESSARY INFORMATION WHICH CAN ASSIST MULTIDISCIPLINARY AND CHILD STUDY TEAMS IN PLANNING APPROPRIATE INSTRUCTIONAL PROGRAMS.

ONE OTHER POINT TO CONSIDER WHEN LOOKING AT DECISIONS ABOUT INTERPRETIVE DATA IS TO DECIDE WHETHER YOU WANT TO MEASURE THE STUDENT'S MAXIMUM PERFORMANCE OR WHETHER YOU WANT TO MEASURE THE LEVEL OF PERFORMANCE THE STUDENT CAN ATTAIN IN A GIVEN AMOUNT OF TIME. IF IT'S THE FORMER, CHOOSE A POWER TEST. THIS TYPE OF TEST DOES NOT HAVE A TIME LIMIT. IF IT'S THE LATTER, CHOOSE A SPEED TEST

WHICH PROVIDES FOR MEASUREMENT OF A SKILL UNDER TIME LIMITS.

5. TECHNICAL ADEQUACY OF TESTS

"WHEN DATA ARE COLLECTED FOR THE PURPOSE OF HELPING US MAKE EDUCATIONAL DECISIONS ABOUT CHILDREN, IT IS IMPERATIVE THAT WE COLLECT OUR DATA USING THE MOST TECHNICALLY ADEQUATE DEVICES AND PROCEDURES AVAILABLE." (YSSELDYKE, 1977). IN LOOKING AT THE TECHNICAL ADEQUACY OF TESTS, WE MUST CONCERN OURSELVES WITH THE FOLLOWING: 1) NORMS, 2) RELIABILITY, AND 3) VALIDITY. WE'VE TALKED A LITTLE BIT ABOUT VALIDITY AND RELIABILITY IN OUR EXAMPLE BUT I'LL PRESENT MORE INFORMATION ABOUT THEM SOMEWHAT LATER.

LET'S FIRST EXAMINE TEST NORMS.

WHEN WE ADMINISTER NORM REFERENCED TESTS, WE ASSUME THAT THERE IS A SIMILARITY BETWEEN THE PERSON BEING TESTED AND THE POPULATION ON WHICH THE TEST WAS STANDARDIZED. IF WE USE NORM REFERENCED TESTS WE MUST BE SURE THAT THE STUDENT'S AGE, GRADE, SEX, RACE, GEOGRAPHIC REGION, AND SOCIO-ECONOMIC STATUS ARE COMPARABLE TO THAT OF THE NORM SAMPLE. OTHERWISE, THE RESULTS OBTAINED ARE MEAINGLESS.

THE NEXT POINT TO EXAMINE IS TEST RELIABILITY. WE'VE ALREADY LEARNED THAT RELIABILITY IS THE EXTENT TO WHICH AN ASSESSMENT DEVICE PRODUCES CONSISTENT RESULTS.

UNRELIABLE ASSESSMENT CAN LEAD TO ERRONEOUS DECISION-MAKING.

A BASIC ASSUMPTION IN PSYCHOEDUCATIONAL ASSESSMENT IS THAT ERROR IS PRESENT. RELIABILITY COEFFICIENTS ARE INDEXES OF THE EXTENT TO WHICH A TEST IS FREE FROM ERROR. THE SYMBOL FOR THE RELIABILITY COEFFICIENT IS "R".

WRITE AN 'R' ON THE BLACKBOARD.

THE SMALLER THE "R", THE LESS RELIABLE THE TEST AND THE MORE ERROR IS PRESENT. THE LARGER THE "R", THE MORE RELIABLE THE TEST AND THE LESS ERROR PRESENT. SALVIA AND YSSELDYKE RECOMMEND THAT FOR TESTS TO BE RELIABLE FOR SCREENING PURPOSES, "R" SHOULD BE EQUAL TO .80 OR BETTER. FOR CLASSIFICATION OR PROGRAMMING PURPOSES, "R" SHOULD EQUAL .90 OR BETTER. WHAT THIS ESSENTIALLY MEANS IS THAT IF WE'RE MAKING EDUCATIONAL DECISIONS ABOUT CHILDREN, THE TESTS WE CHOOSE SHOULD BE ALMOST FREE OF ERROR. BY THESE CRITERIA, MANY WELL-KNOWN TESTS WOULD BE FOUND TO HAVE INADEQUATE RELIABILITY OR INCOMPLETE RELIABILITY DATA.

VALIDITY

A FINAL POINT TO THINK ABOUT IN TERMS OF TECHNICAL ADEQUACY IS VALIDITY. VALIDITY, AS YOU KNOW, IS THE EXTENT TO WHICH A TEST MEASURES WHAT ITS AUTHORS OR USERS CLAIM

IT MEASURES. BEFORE A TEST CAN BE SAID TO ASSESS WHAT IT CLAIMS TO ASSESS, IT MUST FIRST BE SHOWN TO BE RELIABLE. THOSE TESTS THAT ARE UNRELIABLE CANNOT BE CONSIDERED VALID. YOUR HANDOUT HAS QUESTIONS WHICH SHOULD BE ASKED IN REGARD TO TEST VALIDITY.

ARE THERE ANY QUESTIONS ABOUT THE MATERIAL PRESENTED THUS FAR?

RESPOND TO PARTICIPANTS' QUESTIONS.

WHAT I WOULD LIKE FOR YOU TO DO NOW IS TO CHOOSE SOME APPROPRIATE TESTS WITH WHICH TO EVALUATE HECTOR. IN YOUR GROUPS, CHOOSE ONE TEST FOR ASSESSING HECTOR IN EACH OF THE AREAS PINPOINTED BY THE REFERRAL ANALYSIS. THE TESTS ARE TO BE CHOSEN FROM THOSE ON THIS HANDOUT. ONCE YOU HAVE DECIDED UPON AN APPROPRIATE TEST, WRITE ITS NAME ON THE REFERRAL ANALYSIS CHART UNDER INSTRUMENTS/STRATEGIES. YOU HAVE 15 MINUTES TO COMPLETE THIS TASK.

PARTICIPANTS SHOULD ALREADY BE IN GROUPS FROM PREVIOUS TRAINING MODULE.

PASS OUT HANDOUT 3 (H-3)

ALLOW 15 MINUTES TO COMPLETE THE TASK.

WHAT TEST DID YOU CHOOSE FOR EACH AREA? WHY DID YOU CHOOSE THOSE OVER THE OTHERS?

ASK ONE PARTICIPANT FROM EACH GROUP TO STATE WHICH TEST THEY CHOSE AND WHY. ALLOW 15 MINUTES FOR THE SHARING.

SO FAR WE HAVE BEEN TAKING ABOUT CRITERIA FOR CHOOSING FORMALIZED ASSESSMENT INSTRUMENTS. ALL ASSESSMENT DOES NOT HAVE TO BE DONE USING STANDARDIZED INSTRUMENTS. I HAVE MENTIONED THE USE OF CRITERION REFERENCED INSTRUMENTS BUT THERE ARE TWO OTHER ASSESSMENT APPROACHES WHICH I WOULD LIKE TO DISCUSS BRIEFLY. THEY ARE INTERVIEW AND OBSERVATION.

ONE OF THE PURPOSES OF THE INTERVIEW IS TO GATHER INFORMATION ABOUT THE SPECIFIC BEHAVIOR, THE CIRCUMSTANCES UNDER WHICH IT OCCURS, THE ANTECEDENT WHICH PRECEDES THE BEHAVIOR, AND THE DURATION OF THE BEHAVIOR OR HOW LONG IT LASTS.

FOR ACADEMIC PROBLEMS, THE INTERVIEW CAN BE USED TO CLARIFY INFORMATION ABOUT LEARNING STYLE, PUPIL STRENGTHS, SPECIFIC SKILL DEFICITS, AND MOTIVATIONAL VARIABLES.

INTERVIEWING THE PARENT CAN BE A MEANS OF OBTAINING DEVELOPMENTAL HISTORY. SUCH INFORMATION CAN PROVIDE KEEN INSIGHT INTO THE CHILD'S EDUCATIONAL PROBLEM.

THE INTERVIEW HAS ADVANTAGES IN THAT IT ALLOWS US TO OBTAIN INFORMATION DIRECTLY FROM TEACHERS, PARENTS, AND STUDENTS. IT ALSO ALLOWS FOR A CONSIDERATION OF FACTORS AFFECTING STUDENT PERFORMANCE IN AND OUTSIDE OF SCHOOL.

HOWEVER, THE INTERVIEW IS NOT A TECHNIQUE TO BE USED WITHOUT SOME CAUTION. IT TAKES CONSIDERABLE SKILL TO OBTAIN NEEDED INFORMATION WITHOUT OFFENDING THE OTHER PARTY OR MAKING THEM SO DEFENSIVE THAT IT IS IMPOSSIBLE TO GET THEIR COOPERATION. THERE ARE OTHER PITFALLS TO THE INTERVIEW PROCESS. FIRST, IT RELIES ON THE INFORMANT'S SUSCEPTIBILITY TO SELECTIVE RECALL. THAT IS, THE INDIVIDUAL TENDS TO RECALL ONLY WHAT HE/SHE WISHES TO RECALL. SELECTIVE RECALL INTRODUCES THE POSSIBILITY OF ERROR AND BIAS IN REPORTING THE INFORMATION.

FURTHERMORE, THE EFFECTIVENESS OF THE INTERVIEW CAN BE LESSENED THROUGH POOR COMMUNICATION STYLES LIKE:

-"FIX IT SPECIALIST" (SOLVING THE PROBLEM FOR OTHERS)
-"ADVISOR" (TELLING ANOTHER WHAT TO DO)
-"JUDGE" (EVALUATING OTHERS' FEELINGS)
-"DISTRICT ATTORNEY" (ALWAYS SEEKING MORE INFORMATION)

OBTAINING MORE COMPLETE INFORMATION IN AN INTERVIEW CAN BE FACILITATED BY RECOGNIZING THE OTHER PERSON'S STRENGTHS AS WELL AS WEAKNESSES, PRESENTING YOURSELF AS HAVING SIMILAR PROBLEMS AND RECOGNIZING THE OTHER PERSON'S FEELINGS (OFTEN EXPRESSED NON-VERBALLY).

EVEN THOUGH THE INTERVIEW TECHNIQUE FURNISHES MUCH VALUABLE DATA, THERE ARE TIMES WHEN OBSERVATION OF THE STUDENT IN HIS INSTRUCTIONAL ENVIRONMENT YIELDS INFORMATION WHICH DOES NOT COME OUT IN THE INTERVIEW. ACCORDING TO PASSANELLA

AND VOLKMOR (1976). DIRECT OBSERVATION ALLOWS FOR THE ASSESSMENT OF SUCH VARIABLES AS:

- --GROUP PARTICIPATION AND RESPONSIVENESS
- --INDIVIDUAL BEHAVIOR IN A GROUP
- --ATTITUDE TOWARD ACADEMIC WORK
- --PEER DYNAMICS
- --CLASSROOM STRUCTURE AND ORGANIZATION
- --TEACHING METHODS AND MATERIALS
- --TEACHING STYLES
- --LEARNING ENVIRONMENT
- --STUDENT-TEACHER INTERACTIONS
- --LEARNER'S HISTORY OF SUCCESS

OBSERVATION AS AN EVALUATION TOOL HAS BOTH STRENGTHS AND WEAKNESSES. ITS STRENGTHS ARE THAT IT PROVIDES DIRECT ASSESSMENT OF PUPIL BEHAVIOR IN THE NATURAL ENVIRONMENT AND IT ALLOWS FOR ASSESSMENT OF BOTH PUPIL AND ENVIRONMENTAL CHARACTERISTICS (I.E., LEARNING AND TEACHING STYLE; CLASSROOM MANAGEMENT; ETC.). ALSO, IT MAY BE THE ONLY MEANS TO ASSESS CERTAIN LEARNER/TEACHER BEHAVIORS.

ONE WEAKNESS IS THAT THE OBSERVER MUST OBSERVE THE BEHAVIORS OVER TIME AND AND IN A VARIETY OF SITUATIONS IN ORDER TO GET AN ADEQUATE SAMPLE OF THE BEHAVIOR. ANOTHER WEAKNESS LIES IN THE POTENTIALLY BIASED INTERPRETATION OF OBSERVATION RESULTS.

THIS HANDOUT PROVIDES SOME INFORMATION AS TO HOW TO IMPROVE THE RELIABILITY OF BEHAVIORAL OBSERVATION. YOU MAY REFER TO IT LATER.

PASS OUT HANDOUT 4 (H-4)

LET'S GO BACK TO THE REFERRAL ANALYSIS FOR A FEW MOMENTS. WHICH QUESTIONS COULD BE ANSWERED IF WE USED THE INTERVIEW TECHNIQUE?

WAIT FOR PARTICIPANTS' RESPONSE.

WRITE INTERVIEW UNDER THE INSTRUMENT/STRATEGIES AREA IN THE APPROPRIATE SQUARE.

AGAIN, WAIT FOR PARTICIPANT RESPONSE. IF THERE IS NO RESPONSE, PROMPT.

WRITE OBSERVATION IN THE APPROPRIATE PLACE ON THE REFERRAL ANALYSIS SHEET.

NOW THAT WE HAVE DETERMINED WHICH ASSESSMENTS ARE TO BE ADMINISTERED, THE NEXT STEP IS TO OBTAIN PARENTAL CONSENT BEFORE CONDUCTING THE EVALUATIONS. WE WILL COVER PARENTAL CONSENT IN THE NEXT COMPONENT.

MULTIDISCIPLINARY ASSESSMENT:
WRITING A COMPREHENSIVE REPORT

USAGE SUMMARY

Purpose: To assist multidisciplinary team members in preparing a comprehensive report of assessment findings.

Objectives: When participants have completed this component they will:

- determine the appropriate assessment area for statements which contain assessment data
- rewrite sample assessment statements into more useful statements
- write a short comprehensive evaluation report

Materials:

transparencies 1-5

handouts 1-12

Presentation Format: Large group presentation and small groups of 4

Time: 1½ hours

MULTIDISCIPLINARY ASSESSMENT:
OBTAINING PARENTAL CONSENT FOR EVALUATION

USAGE SUMMARY

Purpose: To inform participants of the requirements for written prior notice and written parental consent for evaluation.

Objective: Once participants have completed this component, they will:

- --state orally the modifications necessary for a sample form to comply with the requirements for prior notice and consent.

Materials:

Handouts 1-3

Presentation Format: Large group presentation

Time: Approximately 30 minutes

SCRIPT TEXT

ONCE THE APPROPRIATE ASSESSMENTS HAVE BEEN DETERMINED, THE NEXT STEP IS TO SECURE PARENTAL CONSENT FOR TESTING. BOTH THE FEDERAL GOVERNMENT AND THE WYOMING STATE BOARD OF RULES AND REGULATIONS REQUIRE THAT WRITTEN PARENTAL CONSENT BE OBTAINED PRIOR TO PREPLACEMENT EVALUATION.

IT IS IMPORTANT TO NOTE THE DEFINITION OF CONSENT AS USED IN THE RULES AND REGULATIONS FOR EHA PART B.

CONSENT MEANS THAT:

(A) THE PARENT HAS BEEN FULLY INFORMED OF ALL INFORMATION RELEVANT TO THE ACTIVITY FOR WHICH CONSENT IS SOUGHT, IN HIS/HER NATIVE LANGUAGE, OR OTHER MODE OF COMMUNICATION:

(B) THE PARENT UNDERSTANDS AND AGREES IN WRITING TO THE CARRYING OUT OF THE ACTIVITY FOR WHICH HIS/HER CONSENT IS SOUGHT, AND THE CONSENT DESCRIBES THAT ACTIVITY AND LISTS THE RECORDS (IF ANY) WHICH WILL BE RELEASED AND TO WHOM; AND

(C) THE PARENT UNDERSTANDS THAT THE GRANTING OF CONSENT IS VOLUNTARY ON THE PART OF THE PARENT AND MAY BE REVOKED AT ANY TIME.

STATE BOARD REGULATIONS REQUIRE THAT THE SIGNED PARENTAL CONSENT BE MAINTAINED IN THE STUDENT'S FILE.

IT IS ALSO IMPORTANT TO NOTE THAT IF THE PARENTS REFUSE TO GIVE CONSENT FOR EVALUATION, THE DISTRICT MAY INITIATE A HEARING TO OVERRIDE THE PARENT'S REFUSAL TO CONSENT. HOWEVER, IT IS SUGGESTED THAT A MEDIATION PROCESS BE USED TO RESOLVE DIFFERENCES BETWEEN PARENTS AND THE DISTRICT.

THE FORM WHICH DISTRICTS USE MUST MEET ALL OF THE REQUIREMENTS FOR PRIOR NOTICE. SPECIFICALLY, THE FORM MUST SPECIFY:

(A) A FULL EXPLANATION OF ALL OF THE PROCEDURAL SAFEGUARDS AVAILABLE TO THE PARENTS UNDER SUBPART E OF P.L. 94-142 REGULATIONS;

(B) A DESCRIPTION OF THE ACTION PROPOSED OR REFUSED BY THE AGENCY, AN EXPLANATION OF WHY THE AGENCY PROPOSES OR REFUSES TO TAKE THE ACTION, AND A DESCRIPTION OF ANY OPTIONS THE AGENCY CONSIDERED AND THE REASONS THOSE OPTIONS WERE REJECTED:

(C) A DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT THE AGENCY USED AS A BASIS FOR THE PROPOSAL OR REFUSAL; AND

(D) A DESCRIPTION OF ANY OTHER FACTORS WHICH ARE RELEVANT TO THE AGENCY'S PROPOSAL OR REFUSAL.

IN ADDITION, THE NOTICE MUST BE:

(A) WRITTEN IN LANGUAGE UNDERSTANDABLE TO THE GENERAL PUBLIC; AND

(B) PROVIDED IN THE NATIVE LANGUAGE OF THE PARENT OR OTHER MODE OF COMMUNICATION USED BY THE PARENT, UNLESS IT IS CLEARLY NOT FEASIBLE TO DO SO.

MULTIDISCIPLINARY ASSESSMENT:
NOTICE AND CONSENT

IF THE NATIVE LANGUAGE OR OTHER MODE OF COMMUNICATION OF THE PARENT IS NOT A WRITTEN LANGUAGE, THE STATE OR LOCAL EDUCATIONAL AGENCY SHALL TAKE STEPS TO INSURE THAT:

(A) THE NOTICE IS TRANSLATED ORALLY OR BY OTHER MEANS TO THE PARENT IN HIS/HER NATIVE LANGUAGE OR OTHER MODE OF COMMUNICATION;

(B) THE PARENT UNDERSTANDS THE CONTENT OF THE NOTICE; AND

(C) THERE IS WRITTEN EVIDENCE THAT THE ABOVE REQUIREMENTS (A) AND (B) OF THIS SECTION HAVE BEEN MET.

HERE IS A FORM WHICH MEETS ALL OF THE REQUIREMENTS OF PRIOR NOTICE AND CONSENT. NOTE THAT A COMPLETE EXPLANATION OF RIGHTS TO WHICH PARENTS ARE ENTITLED HAS ALSO BEEN ATTACHED. PARENTS CANNOT GIVE INFORMED CONSENT UNLESS THEY ARE AWARE OF THESE RIGHTS.

PASS OUT HANDOUTS 1 & 2 (H-1-4)

LET'S DISCUSS THE FORM ON PARENT RIGHTS. WHAT ARE SOME REASONS THAT EACH OF THESE ITEMS NEEDS TO BE INCLUDED ON A LIST OF PARENT RIGHTS IN EVALUATION AND PLACEMENT.

READ EACH RIGHT AND ASK PARTICIPANTS FOR ORAL RESPONSES AS TO WHY THEY ARE NECESSARY.

NOW THAT WE HAVE REVIEWED FORMS WHICH MEET THE REQUIREMENTS FOR PRIOR NOTICE AND CONSENT, LET'S TAKE A LOOK AT THIS SAMPLE FORM FOR OBTAINING PARENTAL CONSENT FOR EVALUATION.

PASS OUT HANDOUT 2 (H-5)

DOES IT MEET THE REQUIREMENTS OF PRIOR NOTICE? NO, IT DOES NOT.

PLEASE STATE WHAT MODIFICATIONS WOULD BE NEEDED TO MAKE THIS FORM COMPLY WITH THE REQUIREMENTS ON PRIOR NOTICE AND CONSENT.

ORAL RESPONSES SHOULD INCLUDE:

--A DESCRIPTION OF ANY OPTIONS CONSIDERED BY THE DISTRICT AND THE REASONS THE OPTIONS WERE REJECTED;

--A DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT THE DISTRICT WILL USE;

--A DESCRIPTION OF ANY OTHER FACTORS RELEVANT TO THE AGENCY'S PROPOSAL;

--A LIST OF ALL PROCEDURAL SAFEGUARDS AVAILABLE TO THE PARENT;

--A STATEMENT CONCERNING RECORDS TO BE RELEASED AND TO WHOM;

--A STATEMENT THAT THE PARENT UNDERSTANDS THAT THE GRANTING OF CONSENT IS VOLUNTARY AND MAY BE REVOKED AT ANY TIME.

PRESENTATION OUTLINE

I. Reasons for a comprehensive report

  A. Problems with individual reports

  B. State rules and regulations on comprehensive reports

  C. Communication to IEP team

  D. Communication with parents

II. Criteria for a well written report

III. Steps in preparing a comprehensive report

IV. Writing a comprehensive report

SCRIPT TEXT

IN THIS MODULE WE WILL FOCUS ON THE DEVELOPMENT OF THE COMPREHENSIVE EVALUATION REPORT. AFTER COMPLETION OF THIS MODULE IT IS ANTICIPATED THAT YOU WILL BE ABLE TO:

--DETERMINE THE APPROPRIATE ASSESSMENT AREA FOR STATEMENTS WHICH CONTAIN ASSESSMENT DATA

--REWRITE SAMPLE ASSESSMENT STATEMENTS INTO MORE USEFUL STATEMENTS

--WRITE A SHORT COMPREHENSIVE REPORT.

THERE ARE TWO FUNCTIONS OF THE COMPREHENSIVE EVALUATION REPORT. THE FIRST FUNCTION OF AN ASSESSMENT REPORT IS TO PROVIDE THE DATA TO ANSWER TWO QUESTIONS:

--DOES A HANDICAPPING CONDITION EXIST?

--DOES THE CHILD REQUIRE SPECIAL EDUCATION AND/OR RELATED SERVICES TO MEET HIS/HER UNIQUE EDUCATIONAL NEEDS?

ONLY WHEN BOTH QUESTIONS CAN BE ANSWERED "YES" DOES THE IEP TEAM PROCEED TO MAKE PROGRAMMING DECISIONS ABOUT:

-ANNUAL GOALS

-SHORT-TERM OBJECTIVES, AND

-ANY RELATED SERVICES REQUIRED (AS WELL AS THEIR EXTENT AND DURATION).

BUT WHEN THE ANSWER TO ONE OR BOTH THE QUESTIONS IS "NO," THE STUDENT IS NOT ELGIBLE FOR SPECIAL EDUCATION SERVICES.

THE SECOND FUNCTION OF THE ASSESSMENT REPORT IS TO PROVIDE THE IEP TEAM WITH AN ADEQUATE AMOUNT OF USEFUL AND PRACTICAL INFORMATION TO DEVELOP THE STUDENT'S INDIVIDUALIZED EDUCATIONAL PROGRAM. THIS IS WHERE THE PRESCRIPTIVE DATA BEGINS TO BE IMPORTANT. THESE DATA ARE NEEDED TO PLAN THE STUDENT'S PROGRAM REGARDLESS OF THE NATURE OF THE HANDICAP OR THE NEED. THEY SPECIFY THE CONTENT OF INSTRUCTION THAT WILL OR SHOULD TAKE PLACE.

THERE ARE SEVERAL REASONS WHY A CLEAR COMPREHENSIVE REPORT SHOULD BE DEVELOPED. TRADITIONALLY, ASSESSORS HAVE PERFORMED INDIVIDUAL TESTS, WRITING INDIVIDUAL REPORTS AND PRESENTING THE RESULTS PERSONALLY IN AN IEP TEAM MEETING. THIS PROCESS OFTEN RESULTS IN UNDESIRABLE OR INEFFICIENT OUTCOMES:

-STAFFING MAY BECOME VERY CUMBERSOME AND EXPENSIVE;
-AREAS OF RESPONSIBILITY ARE NOT ALWAYS CLEAR;
-RESULTS ARE NOT NECESSARILY RELEVANT, CONCISE, OR SIMPLE;
-THE PROCESS CAN CONSUME GREAT AMOUNTS OF TIME, BECAUSE THE IEP TEAM NEEDS TO TRANSLATE THE DATA INTO TERMS IT CAN USE FOR PLANNING.

THE UNDESIRABLE OUTCOMES CAN BE OVERCOME IF THE INDIVIDUAL ASSESSMENT REPORTS ARE SYNTHESIZED INTO A SINGLE COHERENT REPORT WHICH IS DIRECTLY USABLE BY THE IEP COMMITTEE.

ALTHOUGH THE REASONS WHICH I HAVE JUST STATED ARE VALID ONES FOR WRITING A COMPREHENSIVE REPORT, A MORE CRITICAL

REASON IS THE RECENT CHANGES IN STATE REGULATIONS ON ASSESSMENT OF CHILDREN. THE NEW REGULATIONS STATE THAT:

"WHEN A HANDICAPPED CHILD RECEIVES A PREPLACEMENT ASSESSMENT OR A COMPREHENSIVE REASSESSMENT, THE MULTIDISCIPLINARY DIAGNOSTIC TEAM SHALL PREPARE A WRITTEN REPORT ON THE RESULTS OF THE EVALUATION. THE REPORT MUST INCLUDE, BUT NOT BE LIMITED TO THE FOLLOWING:

SHOW TRANSPARENCY 1 (T-1)

READ EACH POINT.

MOREOVER, IF THE CHILD IS SUSPECTED OF HAVING A SPECIFIC LEARNING DISABILITY, THE TEAM MUST INCLUDE IN ITS REPORT THE FOLLOWING:

SHOW TRANSPARENCY 2 (T-2)

READ EACH POINT AS FOLLOWS:

- INCLUDE IN THE WRITTEN ASSESSMENT REPORT RELEVANT BEHAVIOR NOTED DURING THE CLASSROOM OBSERVATION OF THE CHILD AND THE RELATIONSHIP OF THAT BEHAVIOR TO THE CHILD'S ACADEMIC FUNCTIONING;
- INCLUDE IN THE WRITTEN REPORT EDUCATIONALLY RELEVANT MEDICAL FINDINGS, IF ANY; AND
- DOCUMENT WHETHER THERE IS A SEVERE DISCREPANCY BETWEEN ACHIEVEMENT AND ABILITY WHICH CANNOT BE CORRECTED WITH-

OUT SPECIAL EDUCATION AND RELATED SERVICES;

-THE REPORT SPECIFIED IN SUBSECTION F OF THIS SECTION, TEST BOOKLETS AND OTHER SIGNIFICANT INFORMATION OBTAINED DURING THE ASSESSMENT MUST BE MAINTAINED IN THE DISTRICT IN SUCH A MANNER TO PROVIDE MAXIMUM CONFIDENTIALITY TO THE CHILD IN ACCORDANCE WITH THE STATE BOARD OF EDUCATION RULES AND REGULATIONS GOVERNING PROTECTION OF THE CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE DATA.

ANOTHER REASON FOR THE SUMMARY REPORT IS A NEED TO COMMUNICATE RELEVANT DATA TO PERSONNEL WHO WILL BE DELIVERING THE IEP DESIGNATED SERVICES. REMEMBER, ONE OF THE MAJOR FUNCTIONS OF THE ASSESSMENT REPORT IS TO PROVIDE THE IEP TEAM WITH AN ADEQUATE AMOUNT OF USEFUL AND PRACTICAL INFORMATION TO DEVELOP THE STUDENT'S INDIVIDUALIZED EDUCATIONAL PROGRAM. IF THE COMPREHENSIVE REPORT CANNOT MEET THIS STANDARD, THEN ONE COULD QUESTION ITS USEFULNESS.

AN ADDITIONAL REASON FOR THE COMPREHENSIVE REPORT CONCERNS THE REQUIREMENT TO COMMUNICATE THE ASSESSMENT RESULTS TO PARENTS. THE WYOMING RULES AND REGULATIONS REQUIRE THAT "THE RESULTS OF THE ASSESSMENT SHALL BE INTERPRETED TO THE CHILD'S PARENTS, GUARDIANS OR SURROGATE PARENTS IN LANGUAGE THEY UNDERSTAND AND IN WAYS THEY CAN USE TO COOPERATE WITH THE SCHOOL AND ASSIST THE CHILD'S EDUCATIONAL PROGRESS."

ONE WAY TO FACILITATE THE INTERPRETATION OF TEST RESULTS IS TO PROVIDE PARENTS WITH A COPY OF THE EVALUATION REPORTS

AT THE TIME OF THE IEP MEETING, DISCUSSING THE REPORT WITH THEM AT THAT TIME. IF PARENTS ARE TO MAKE MEANINGFUL INPUT INTO THE DEVELOPMENT OF THEIR CHILD'S IEP, THEY MUST BE PROVIDED WITH A REPORT WHICH IS CLEARLY UNDERSTANDABLE AND FREE OF JARGON.

FINALLY, A WELL WRITTEN COMPREHENSIVE REPORT PROVIDES THE CHILD STUDY COMMITTEE WITH THE NEEDED INFORMATION TO MAKE PRUDENT, REASONABLE DECISIONS CONCERNING A STUDENT'S ELIGIBILITY, PLACEMENT, AND PROGRAMMING.

I HAVE MENTIONED SEVERAL REASONS FOR A WELL WRITTEN COMPREHENSIVE REPORT. HOW WOULD WE KNOW WHEN WE HAVE A REPORT WHICH COMMUNICATES USEFUL INFORMATION TO CHILD STUDY COMMITTEES AND TO IEP COMMITTEES? IN OTHER WORDS, BY WHAT CRITERIA CAN WE JUDGE A WELL WRITTEN COMPREHENSIVE REPORT?

WRITE PARTICIPANT RESPONSES ON CHALKBOARD.

IN ADDITION TO THE CRITERIA WE HAVE JUST LISTED, THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION (1978) LISTS THESE REQUIREMENTS OF A WELL WRITTEN COMPREHENSIVE EVALUATION REPORT:

SHOW TRANSPARENCY 3 (T-3)

READ EACH POINT AS FOLLOWS:

MULTIDISCIPLINARY ASSESSMENT: WRITING A COMPREHENSIVE REPORT

- REPORT FOLLOWS A CONSISTENT FORMAT
- REPORT IS CLEARLY WRITTEN AND CONTAINS A MINIMUM OF JARGON AND TECHNICAL TERMS
- REPORT IS CONCISE AND TO THE POINT; IT FOCUSES ON THE RESULTS OF ASSESSMENT
- REPORT IS COMPREHENSIVE: I.E., IT GIVES ALL THE INFORMATION NECESSARY TO MAKE A RESPONSIBLE EDUCATIONAL PLANNING DECISION IN PHYSICAL, COGNITIVE, SOCIAL/BEHAVIORAL, AND EDUCATIONAL PROGRAMMING AREAS
- REPORT CITES RELEVANT EXAMPLES AND SIGNIFICANT DETAILS
- REPORT IDENTIFIES PATTERNS OR SYNDROMES
- REPORT HIGHLIGHTS STRENGTHS AND WEAKNESSES
- REPORT USES AS MUCH BEHAVIORAL LANGUAGE AS POSSIBLE
- REPORT AVOIDS PRESCRIPTIVE LANGUAGE
- OVERALL, THE REPORT IS A STATEMENT OF THE CHILD'S PRESENT LEVEL OF FUNCTIONING IN THE PHYSICAL, COGNITIVE, SOCIAL/EMOTIONAL AND EDUCATIONAL AREAS
- REPORT CONTAINS A DEFINITE JUDGEMENT OF PRESENCE OR ABSENCE OF A SPECIFIC HANDICAP
- REPORT INCLUDES SIGNATURES OF ALL THOSE CONTRIBUTING DATA.

THE FIRST STEP IN PREPARING A COMPREHENSIVE REPORT IS FOR EACH TEAM MEMBER TO SUMMARIZE HIS/HER ASSESSMENT DATA INTO INDIVIDUAL REPORTS. HERE AGAIN, STATE REGULATIONS ARE IMPORTANT. THE REGULATIONS STATE THAT:

MULTIDISCIPLINARY ASSESSMENT: WRITING A COMPREHENSIVE REPORT

> "IT IS THE OBLIGATION OF THOSE WHO EXAMINE THE CHILD, WHETHER DISTRICT PERSONNEL OR PERSONNEL WHOSE SERVICES ARE ARRANGED FOR BY SPECIAL CONTRACTS, TO TRANSLATE THE INFORMATION OBTAINED DURING THE ASSESSMENT PROCESS INTO APPROPRIATE WRITTEN RECOMMENDATIONS TO BE USED IN THE DEVELOPMENT OF THE INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)."

THEREFORE, THE CONTENT OF ASSESSMENT DATA MUST BE RELEVANT TO BOTH ADMINISTRATIVE DECISION-MAKING AND EDUCATIONAL PLANNING. THE FORM IN WHICH THE DATA IS COMMUNICATED MUST BE USEFUL FOR THOSE PERSONS WHO PLAN INDIVIDUALIZED EDUCATION PROGRAMS.

THE MOST SALIENT INFORMATION TO BE PROVIDED THROUGH THE ASSESSMENT SUMMARY IS THE STUDENT'S PRESENT LEVEL(S) OF FUNCTIONING. THIS AREA ADDRESSES THE STUDENT'S SPECIFIC STRENGTHS AND WEAKNESSES IN BEHAVIORAL TERMS. AN ASSESSMENT REPORT WHICH FAILS TO DO AT LEAST THIS WILL HAVE VERY LITTLE UTILITY IN THE INSTRUCTIONAL PLANNING PROCESS.

PRESENT LEVELS OF FUNCTIONING PROVIDE THE BUILDING BLOCKS FOR THE DEVELOPMENT OF THE CHILD'S IEP. IN ORDER TO BE USEFUL TO IEP DEVELOPERS, THEY MUST BE DESCRIBED IN TERMS OF SPECIFIC SKILL AREAS, STRENGTHS, AND WEAKNESSES RATHER THAN LABELS, JARGON, OR LISTING OF SCORES ONLY.

PRESENT LEVELS OF PERFORMANCE ARE BEST STATED IN TERMS OF:
-WHAT THE CHILD CAN AND CANNOT DO (SKILLS)
-WHAT THE CHILD MIGHT BE ABLE TO LEARN (POTENTIAL)
-WHAT WAYS THE CHILD SEEMS TO LEARN BEST (LEARNING STYLE)

IF EACH ASSESSOR WERE TO SUMMARIZE THE ASSESSMENT INFORMATION INTO PRESENT LEVELS OF PERFORMANCE THEN MUCH VALUABLE TIME COULD BE SAVED IN COMPILING A COMPREHENSIVE REPORT.

THE FOLLOWING FORM IS AN EXAMPLE OF ONE WHICH COULD BE USED TO SUMMARIZE THE ASSESSMENT RESULTS. NOTE THAT IT PROVIDES A LISTING OF TESTS GIVEN, THE DATE, WHETHER THE TESTS USED WERE NORM-REFERENCED OR CRITERION-REFERENCED, AND THE PRESENT LEVEL OF FUNCTIONING PROVIDED BY EACH.

PASS OUT HANDOUT 1 (H-1)

HERE IS AN EXAMPLE OF ONE WHICH HAS BEEN COMPLETED.

PASS OUT HANDOUT 2 (H-2)

THE SECOND STEP IS FOR EACH TEAM MEMBER TO SUBMIT THEIR ASSESSMENT SUMMARY TO THE CHAIRPERSON OF THE ASSESSMENT TEAM. THIS PERSON COULD BE A PSYCHOLOGIST, EDUCATIONAL DIAGNOSTICIAN OR SPECIAL EDUCATION TEACHER. REGARDLESS OF WHO THAT PERSON MAY BE, SOMEONE SHOULD BE DESIGNATED TO COMPILE THE COMPREHENSIVE REPORT. DESIGNATING ONE PERSON TO COMPILE THE REPORT

CAN EXPEDITE THE TIME BETWEEN ASSESSMENT AND DETERMINATION OF ELIGIBILITY. IT ALSO ASSURES COMPREHENSIVENESS AND COHESIVENESS OF THE FINAL REPORT.

STEP THREE IS FOR THE CHAIRPERSON TO IDENTIFY THE DATA THAT RELATE TO MOTOR DEVELOPMENT, HEARING, VISION, EDUCATIONAL PERFORMANCE, COGNITIVE ABILITIES, SOCIO-EMOTIONAL SKILLS, AND LANGUAGE DEVELOPMENT. VOCATIONAL OR CAREER EDUCATION DATA ARE NOTED, IF PRESENT.

LET'S DO A SHORT PRACTICE EXERCISE WHICH WILL BETTER ILLUSTRATE THIS STEP. I WILL GIVE YOU A HANDOUT WHICH CONTAINS STATEMENTS OF ASSESSMENT DATA. YOU ARE TO IDENTIFY THE APPROPRIATE ASSESSMENT AREA FOR EACH STATEMENT (E.G., MOTOR/PERCEPTUAL MOTOR, INTELLECTUAL OR COGNITIVE, SOCIOAL-EMOTIONAL, ACADEMIC, COMMUNICATION). YOU HAVE FIVE MINUTES FOR THIS TASK.

PASS OUT HANDOUT 3 (H-3)

ALLOW FIVE MINUTES FOR COMPLETION OF THE TASK. AFTER FIVE MINUTES PROVIDE FEEDBACK ON THE TASK.

PASS OUT HANDOUT 4 (H-4)

GO OVER CORRECT ANSWERS.

IN STEP 4, THE CHAIRPERSON GROUPS THE ASSESSMENT FINDINGS UNDER EACH MAJOR HEADING. IN THIS STEP, ALL OF THE INFORMATION

UNDER THE ACADEMIC AREA IS LISTED; THE SAME FOR THE SOCIAL-EMOTIONAL AREA, AND SO ON. ONCE THIS HAS BEEN DONE, THE NEXT TASK INVOLVES REWRITING AND EDITING EACH LIST TO ELIMINATE REDUNDANCY. THE INFORMATION WHICH IS MOST RELEVANT FOR INSTRUCTIONAL PLANNING AS WELL AS INDICATIVE OF OBSERVABLE MEASURABLE BEHAVIORS IS THEN EXTRACTED FROM EACH GROUP.

WHENEVER POSSIBLE, INTERRELATIONS BETWEEN TEST DATA ARE NOTED; FOR EXAMPLE, A HEARING PROBLEM WHICH CONTRIBUTES TO ARTICULATION DIFFICULTIES.

THE CHAIRPERSON SHOULD ALSO BE AWARE THAT IT MAY BE NECESSARY TO REWRITE SOME OF THE ASSESSMENT DATA INTO STATEMENTS WHICH COULD BE MORE EASILY UTILIZED BY THE CHILD STUDY COMMITTEE AND UNDERSTOOD BY PARENTS. WATCH FOR ASSESSMENT SUMMARIES THAT ARE STATED IN JARGON OR LIST TEST SCORES ONLY. IF THAT IS THE CASE IT WILL BE NECESSARY TO MAKE SOME MODIFICATIONS IN THE ASSESSMENT STATEMENTS.

SHOW TRANSPARENCY 5 (T-5)

LOOK FOR A MINUTE AT THIS TRANSPARENCY. IT POINTS OUT SOME SAMPLE STATEMENTS FROM AN ASSESSMENT SUMMARY WHICH HAVE BEEN POORLY STATED. IT ALSO PRESENTS AN ALTERNATIVE WAY OF PHRASING WHICH BETTER COMMUNICATES THE DATA WHICH HAVE BEEN PRESENTED.

YOU CAN SEE THAT THE INFORMATION ON THE RIGHT WOULD BE MORE USEFUL IN DEVELOPING AN INDIVIDUALIZED EDUCATIONAL PLAN THAN THE INFORMATION ON THE LEFT.

WHEN COMMUNICATING DATA IN STUDENT RECORDS OR TEST RESULTS, IT IS SOMETIMES HELPFUL TO HAVE A LIST OF STATEMENTS WHICH REPRESENT ALTERNATE WAYS OF PHRASING INFORMATION WHICH COULD BE PSYCHOLOGICALLY DAMAGING TO THE STUDENT AS WELL AS LEGALLY REPERCUSSIVE TO THE TEACHER. HERE IS A SAMPLE OF THAT KIND OF A LIST.

PASS OUT HANDOUT 5 (H-5)

THIS LIST PROVIDES A GUIDE ONLY. ASSESSMENT TEAM MEMBERS ARE ENCOURAGED TO DEVELOP THEIR OWN.

THE NEXT ACTIVITY WILL GIVE YOU A LITTLE PRACTICE IN MODIFYING ASSESSMENT STATEMENTS. ON THE HANDOUT WHICH I WILL PROVIDE, YOU ARE TO READ EACH STATEMENT AND THEN MODIFY IT TO MAKE IT MORE FUNCTIONAL. YOU HAVE TEN MINUTES FOR THIS TASK.

PASS OUT HANDOUT 6 (H-6)

AFTER TEN MINUTES ASK PARTICIPANTS TO SHARE THEIR MODIFICATIONS.

THE LAST STEP IN PREPARING THE COMPREHENSIVE REPORT IS TO MAKE RECOMMENDATIONS FOR PROGRAM NEEDS IN ACADEMIC AREAS, BEHAVIORAL AREAS AND ANY OTHER AREA OF SIGNIFICANT NEED. THE REPORT SHOULD ALSO MAKE A STATEMENT AS TO THE PRESENCE OR ABSENCE OF A HANDICAP WITH RECOMMENDATIONS AS TO THE ELIGIBILITY CATEGORY TO BE APPLIED. THE ELIGIBILITY CATEGORY IS A RECOMMENDATION ONLY AS FINAL DETERMINATION OF THE ELIGIBILITY CATEGORY IS MADE BY THE CHILD STUDY COMMITTEE.

ONCE THE REPORT HAS BEEN COMPILED A MEETING WITH OTHER TEAM MEMBERS SHOULD BE HELD SO THAT THE DIAGNOSTICIANS HAVE THE OPPORTUNITY TO VERIFY ALL INFORMATION CONTAINED IN THE REPORT. THE COMPREHENSIVE SUMMARY REPORT IS THEN SIGNED BY ALL INVOLVED, AND ATTACHED TO THE INDIVIDUAL TEST REPORTS FOR PRESENTATION AT THE CHILD STUDY COMMITTEE MEETING.

ARE THERE ANY QUESTIONS ON THE MATERIAL WHICH HAS JUST BEEN PRESENTED?

RESPOND TO PARTICIPANTS QUESTIONS.

THE LAST TASK IN THIS MODULE INVOLVES WRITING A COMPREHENSIVE EVALUATION REPORT. TO ASSIST YOU IN DOING THE TASK I WILL PROVIDE A HANDOUT ON STEPS IN PREPARING A COMPREHENSIVE REPORT, COPIES OF REPORT REQUIREMENTS, AND SOME ASSESSMENT SUMMARIES ON HECTOR. PLEASE FORM GROUPS OF FOUR. YOU MAY CHOOSE A FORMAT FOR THE REPORT THAT IS FAMILIAR TO YOU.

HOWEVER, IF YOU HAVE DIFFICULTY ORGANIZING THE DATA INTO A WORKABLE FORMAT, USE ONE OF THE FORMATS WHICH I WILL PROVIDE. GIVE SPECIAL ATTENTION TO THE INTERRELATION OF DATA AS WELL AS TO THE CONCLUSIONS AND RECOMMENDATIONS. YOU HAVE ONE HALF HOUR TO COMPLETE THE TASK.

PASS OUT HANDOUTS 7-12 (H-7-12)

AFTER ONE HALF HOUR ASK PARTICIPANTS TO DISCUSS THEIR REPORTS CITING PARTS OF THE REPORT WHICH MEET THE REQUIREMENTS OF THE STATE REGULATIONS.

DETERMINING ELIGIBILITY

INTRODUCTION

4.0 Determining Eligibility

Definition:	Those procedures used to determine whether a child is to receive special education and related services.
Rationale:	State and federal laws require that a determination of eligibility be made before a child receives special education or related services.

DETERMINING ELIGIBILITY:
INFORMING PARENTS OF ASSESSMENT RESULTS

USAGE SUMMARY

Purpose: To assist multidisciplinary team members identify behaviors which interfere with parental cooperation in the IEP process, and to assist team members identify staffing procedures which will facilitate the sharing of assessment results in their district.

Objectives: In this component participants will:

-pinpoint behaviors which are likely to interfere with parental cooperation

-pinpoint staffing procedures which will facilitate the sharing of assessment results in their local district.

Materials:

Audio cassette tape
Handouts 1-3

Aids:

Cassette tape player

Presentation Format: Large group presentation

Time: 55 minutes

DETERMINING ELIGIBILITY:
INFORMING PARENTS OF ASSESSMENT RESULTS

SCRIPT TEXT

IN THE LAST MODULE WE PREPARED A COMPREHENSIVE REPORT WHICH SERVES TO COMMUNICATE ASSESSMENT RESULTS TO THE CHILD STUDY COMMITTEE. IN THIS MODULE WE WILL LOOK AT A SITUATION IN WHICH HECTOR'S TEST RESULTS ARE SHARED WITH HIS PARENTS. SHARING ASSESSMENT INFORMATION IS THE FIRST STEP IN DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION SERVICES.

IT IS IMPORTANT TO POINT OUT THAT STATE BOARD RULES AND REGULATIONS REQUIRE THAT, "THE RESULTS OF THE ASSESSMENT BE INTERPRETED TO THE CHILD'S PARENTS IN LANGUAGE THEY UNDERSTAND AND IN WAYS THEY CAN USE TO COOPERATE WITH THE SCHOOL AND ASSIST THE CHILD'S EDUCATIONAL PROGRESS."

IN THE ACTIVITY WHICH I WILL INTRODUCE, IT WILL BE NECESSARY FOR YOU TO DETERMINE FIRST, WHETHER THAT REQUIREMENT HAS BEEN MET, AND SECONDLY, IF IT HAS NOT BEEN MET, WHY NOT.

I WILL BE PRESENTING A SHORT TAPE OF A SIMULATED TEAM MEETING IN WHICH HECTOR'S PARENTS ARE INFORMED OF THE RESULTS OF THE ASSESSMENTS WHICH HAVE BEEN CONDUCTED. I HAVE ALSO PREPARED A TRANSCRIPT OF THE TAPE TO HELP YOU FOLLOW WHAT IS HAPPENING. YOU WILL NOTE PROFESSIONALS DISPLAYING A VARIETY OF BEHAVIORS, SOME OF THEM VERY OBVIOUS, SOME OF THEM SUBTLE. YOUR TASK IS TO IDENTIFY SOME OF THESE BEHAVIORS AND DETERMINE WHETHER THEY ARE ONES WHICH WOULD FACILITATE PARENTAL COOPERATION WITH THE SCHOOL, THEREBY MAKING IT POSSIBLE FOR THEM TO BE CONTRIBUTORS TO THE INSTRUCTIONAL

PROCESS. IN ORDER FOR YOU TO DO THIS YOU MUST BECOME AN OBSERVER PUTTING ASIDE ANY OF YOUR OWN EMOTIONS WHICH MIGHT BE TRIGGERED.

PASS OUT HANDOUTS 1 & 2 (H-1-7)

LISTEN CAREFULLY TO THIS TAPE. FOLLOW ALONG WITH THIS TRANSCRIPT OF THE PROCEEDINGS. AT THE END OF THE RECORDING, CHECK AS MANY BEHAVIORS AS YOU CAN WHICH WERE DISPLAYED AT THE TEAM MEETING. THIS ACTIVITY WILL TAKE ABOUT 25 MINUTES.

PLAY THE TAPE. AFTERWARDS, ASK SOME OF THE PARTICIPANTS TO REPORT THE BEHAVIORS WHICH THEY HAVE IDENTIFIED. ALLOW ABOUT FIVE MINUTES FOR THIS SHARING.

WE HAVE SEEN THAT THERE WERE A NUMBER OF BEHAVIORS DISPLAYED DURING THIS TAPE. DO YOU THINK THAT THESE BEHAVIORS ARE LIKELY TO FACILITATE PARENTS' COOPERATION WITH THE SCHOOL? WHY OR WHY NOT? HOW DO YOU THINK THE PARENTS FELT DURING THE PROCEEDINGS? DO YOU THINK THAT THEY HAD AN UNDERSTANDING OF THE TEST RESULTS?

OF THE BEHAVIORS WE HAVE IDENTIFIED, WHICH ARE MOST LIKELY TO INTERFERE WITH PARENTAL COOPERATION? CAN YOU GIVE A SPECIFIC EXAMPLE AS TO WHEN THIS OCCURRED, E.G., WHAT WAS SAID?

ELICIT RESPONSES FROM PARTICIPANTS. ALLOW TEN MINUTES FOR THIS ACTIVITY.

I THINK THAT WE'RE ALL FAIRLY WELL IN AGREEMENT THAT THE MAJORITY OF BEHAVIORS DISPLAYED ARE NOT LIKELY TO ENSURE THAT PARENTS WOULD BE ABLE TO MAKE A CONTRIBUTION TO THE IEP PROCESS.

LET'S NOW EXAMINE PROCEDURES WHICH COULD BE FOLLOWED TO CREATE A MORE POSITIVE ATMOSPHERE FOR THE SHARING OF ASSESSMENT INFORMATION. IT MAY BE USEFUL TO ORGANIZE THESE INTO THREE AREAS: PROCEDURES WHICH COULD BE TAKEN PRIOR TO STAFFING, DURING THE STAFFING, AND AFTER THE STAFFING.

PASS OUT HANDOUT 3 (H-8-9)

HERE IS A HANDOUT WHICH IDENTIFIES ACTIVITIES WHICH COULD OCCUR BEFORE, DURING, AND AFTER THE STAFFING. SOME OF THEM MAY OR MAY NOT BE APPLICABLE TO YOU IN YOUR DISTRICT DUE TO CONSTRAINTS OF TIME AND STAFF. WHAT I WOULD LIKE FOR YOU TO DO IS TO IDENTIFY THOSE PROCEDURES WHICH COULD BE EMPLOYED IN YOUR DISTRICT BY PLACING A CHECK MARK IN THE APPROPRIATE COLUMN. IF THE PROCEDURE IS NOT APPLICABLE IN YOUR DISTRICT, RECOMMEND AN ALTERNATE PROCEDURE WHICH WOULD BE MORE USEFUL, BUT ACCOMPLISH THE SAME THING. YOU HAVE TEN MINUTES TO COMPLETE THIS TASK.

AFTER TEN MINUTES ASK PARTICIPANTS TO SHARE THEIR RESPONSES. ALLOW FIVE MINUTES FOR DISCUSSION.

DETERMINING ELIGIBILITY:
GUIDELINES FOR CSC MEMBERS

USAGE SUMMARY

Purpose: To provide guidelines for child study committee members in determining eligibility for special education services.

Objectives: In this module, participants will:

-review a comprehensive evaluation report and determine eligibility for special education services.

Materials:

Handouts 1-7

Transparencies 1-4

Aids: Overhead projector, transparency pencil

Presentation Format: Large group lecture, small group task

Time: 60 minutes

SPECIAL NOTES TO TRAINER

For this component, participants are to use the comprehensive evaluation report which they developed previously. If they did not receive training on that component, give them handout 6 to use for the activity.

DETERMINING ELIGIBILITY:

GUIDELINES FOR CSC MEMBERS

PRESENTATION OUTLINE

I. Federal Guidelines for Placement Procedures

II. Wyoming State Board Requirements on Eligibility

III. Guidelines for CSC members

SCRIPT TEXT

THE PURPOSE OF THIS COMPONENT IS TO PROVIDE SOME GUIDELINES FOR CHILD STUDY COMMITTEE MEMBERS IN DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION SERVICES. IN ORDER TO MAKE A DECISION REGARDING ELIGIBILITY, CHILD STUDY COMMITTEE MEMBERS NEED TO BE AWARE OF THE FOLLOWING:

A. FEDERAL REGULATIONS REGARDING ELIGIBILITY CRITERIA
B. STATE REGULATIONS ON ELIGIBILITY CRITERIA
C. GENERAL GUIDELINES AND SUGGESTIONS FOR MAKING A PLACEMENT DECISION

LET'S LOOK FIRST AT THE FEDERAL REGULATIONS. ALTHOUGH THE FEDERAL REGULATIONS DO NOT PROVIDE SPECIFIC CRITERIA FOR DETERMINING ELIGIBILITY, THE REGULATIONS OFFER GUIDELINES FOR MAKING PLACEMENT DECISIONS. CHILD STUDY COMMITTEES MIGHT FIND THESE GUIDELINES USEFUL WHEN MAKING A DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION SERVICES. LET'S TAKE A LOOK AT THOSE GUIDELINES NOW.

SHOW TRANSPARENCY 1 (T-1)

COVER EACH SECTION.

1. THE FIRST GUIDELINE, IN EFFECT, SAYS THAT DATA USED TO MAKE A PLACEMENT DECISION MUST BE DRAWN FROM A VARIETY OF SOURCES. IT SEEMS REASONABLE THAT IF ASSESSMENT DATA

IS TO BE DRAWN FROM A VARIETY OF SOURCES. DATA USED FOR DETERMINING ELIGIBILITY FOR PLACEMENT SHOULD ALSO COME FROM MANY SOURCES.

2. DATA GATHERED FROM THESE SOURCES MUST BE CAREFULLY DOCUMENTED. MISCLASSIFYING A CHILD AS HANDICAPPED AND PLACING HIM OR HER IN A SPECIAL CLASS IN WHICH HE OR SHE DOESN'T BELONG CAN HAVE SERIOUS PSYCHOLOGICAL REPERCUSSIONS FOR THE CHILD AS WELL AS SERIOUS LEGAL REPERCUSSIONS FOR THE SCHOOL DISTRICT. FOR THESE REASONS, IT IS EXTREMELY IMPORTANT THAT THE PRESENCE OF THE HANDICAPPING CONDITION BE VALIDATED.
3. THE DECISION TO PLACE A CHILD IN A PROGRAM TO RECEIVE SPECIAL SERVICES IS TO BE MADE BY A GROUP OF PERSONS KNOWLEDGEABLE ABOUT THE CHILD, THE MEANING OF EVALUATION DATA AND THE PLACEMENT OPTIONS. THE RATIONALE FOR THIS REQUIREMENT HAS ALREADY BEEN STATED. THIS GUIDELINE IS INTERPRETED TO MEAN THAT A TEAM MUST MAKE THE PLACEMENT DECISION AND THAT TEAM MUST BE COMPRISED OF A PERSON WHO KNOWS THE CHILD, SOMEONE FROM THE ASSESSMENT TEAM AND SOMEONE WHO IS AWARE OF ALL OF THE PLACEMENT OPTIONS FOR WHICH THE CHILD IS BEING CONSIDERED.
4. PLACEMENT DECISIONS MUST BE MADE IN CONFORMITY WITH THE REGULATIONS FOR LEAST RESTRICTIVE ENVIRONMENT. THAT IS, TO THE MAXIMUM EXTENT POSSIBLE, HANDICAPPED CHILDREN MUST

BE PLACED WITH NON-HANDICAPPED PEERS. SEPARATE SCHOOLING OR OTHER REMOVAL OF HANDICAPPED CHILDREN SHOULD OCCUR ONLY WHEN THE NATURE OR SEVERITY OF THE HANDICAP IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY.

5. ONCE A CHILD HAS BEEN DETERMINED ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES, AN IEP MUST BE DEVELOPED.

THE ABOVE CRITERIA PROVIDE SOME FEDERAL GUIDELINES WHICH CHILD STUDY COMMITTEE MEMBERS CAN USE TO DETERMINE ELIGIBILITY. NOW, LET'S LOOK AT WYOMING'S GUIDELINES FOR ELIGIBILITY CRITERIA. THIS TRANSPARENCY ILLUSTRATES SOME OF THE KEY GUIDELINES TO BE USED WHEN DETERMINING ELIGIBILITY.

SHOW TRANSPARENCY 2 (T-2)

COVER EACH SECTION. READ EACH POINT. DISCUSS THEM, STRESSING THE FOLLOWING POINTS:

I. DOCUMENTATION

IN THE FEDERAL GUIDELINES WE NOTED THAT THE DATA FOR A PLACEMENT DECISION MUST BE CAREFULLY DOCUMENTED. WYOMING CRITERIA SPECIFICALLY STATES THAT THIS DOCUMENTATION SHOULD BE IN WRITING. THE MULTIDISCIPLINARY ASSESSMENT TEAM VALIDATES THE PRESENCE OF THE HANDICAP, BASED ON INFORMATION GATHERED FROM ASSESSMENT OF HEARING, VISION, AS WELL AS EDUCATIONAL FUNCTIOING, COGNITIVE, SOCIO-EMOTIONAL, ACADEMIC AND MOTOR AREAS.

II. WRITTEN PARENTAL CONSENT

WRITTEN CONSENT OF PARENTS, GUARDIANS, OR SURROGATE PARENTS IS REQUIRED BEFORE PLACEMENT IS TO BE MADE. ALSO, THE CHILD STUDY COMMITTEE MUST RECOMMEND THE PLACEMENT.

III. IEP

A FUNCTIONAL IEP BASED ON INDIVIDUAL ASSESSMENT INFORMATION IS TO BE WRITTEN, IMPLEMENTED AND CONTINUALLY REVISED AS NEEDED.

IV. PLACEMENT

PLACEMENT IS TO BE MADE ON THE BASIS OF ASSESSMENT WHICH IS APPROPRIATE TO THE CHILD'S AGE, CULTURE AND SOCIO-ECONOMIC BACKGROUND.

V. CULTURAL ACCOMODATION

FOR A CHILD LACKING ADEQUATE USAGE OF THE ENGLISH LANGUAGE, PLACEMENT IS TO OCCUR ONLY AFTER INDIVIDUAL LEARNING ASSESSMENT HAS BEEN CONDUCTED BY PERSONNEL KNOWLEDGEABLE ABOUT THE CHILD'S GENERAL CULTURE AND FLUENT IN BOTH ENGLISH AND THE LANGUAGE IN WHICH THE CHILD IS MOST COMPETENT. WHEN NO SUCH PERSONNEL ARE AVAILABLE, AN INTERPRETER IS TO BE USED TO ASSIST IN COMMUNICATION BETWEEN THE DIAGNOSTICIAN AND THE CHILD DURING BOTH ASSESSMENT AND INTERPRETATIONS OF THE FINDINGS AND RECOMMENDATIONS. ALL COMMUNICATION, WRITTEN AND ORAL, SHOULD BE IN THE PRIMARY LANGUAGE OF THE HOME.

VI. PROGRESS, PLACEMENT, PROGRAM REVIEW

THE DISTRICT SHOULD SET UP A SYSTEMATIC PROGRAM TO MONITOR AND EVALUATE THE PROGRESS OF EACH STUDENT PLACED IN A SPECIAL PROGRAM. CONTINUED PLACEMENT IN A SPECIAL INSTRUCTIONAL PROGRAM IS DETERMINED AT LEAST ANNUALLY. STUDENT IS RE-EVALUATED AT LEAST EVERY TWO YEARS; CONTINUATION IN THE PROGRAM ENDS WHEN THE CHILD ACHIEVES THE GOALS PRESCRIBED IN HIS OR HER EDUCATIONAL PLAN AND CAN FUNCTION IN THE REGULAR SCHOOL PROGRAM.

I HAVE ATTEMPTED TO HIGHLIGHT THE SALIENT POINTS OF WYOMING'S ELIGIBILITY CRITERIA. PLEASE REFER TO "RULES AND REGULATIONS GOVERNING PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN IN WYOMING SCHOOL DISTRICTS" FOR AN ADDITIONAL EXPLANATION OF THESE POINTS.

WE HAVE NOW COVERED FEDERAL AND STATE GUIDELINES FOR DETERMINING ELIGIBILITY FOR PLACEMENT IN SPECIAL EDUCATION PROGRAMS. WHAT IS NEEDED NOW ARE SOME GENERAL GUIDELINES FOR CHILD STUDY COMMITTEE MEMBERS TO USE IN DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION SERVICES.

THE FOLLOWING SUGGESTIONS ARE OFFERED AS GUIDELINES TO CHILD STUDY COMMITTEE MEMBERS.

SHOW TRANSPARENCIES 3 & 4 (T-3-4)

PASS OUT HANDOUTS 1, 2, & 3 (H-1-3)

YOU CAN FOLLOW ALONG WITH YOUR OWN FLOW CHART. HANDOUT 3 SUMMARIZES THE POINTS WHICH I WILL BE DISCUSSING.

DISCUSS EACH POINT PRESENTED, STRESSING THESE CRITICAL POINTS.

1.4 IN THE EVALUATION OF A CHILD WHOSE PRIMARY LANGUAGE IS NOT ENGLISH, THERE MAY BE A NEED FOR AN INTERPRETER. A FORM LIKE THIS ONE CAN BE USED TO REQUEST AN INTERPRETER.

PASS OUT HANDOUT 4 (H-4)

2.3 IF THE CHILD STUDY COMMITTEE DETERMINES THAT THE CHILD'S NEEDS CAN BEST BE MET BY MAINTAINING HIM/HER IN THE REGULAR PROGRAM WITH SUPPORT HELP, THERE ARE SOME PROGRAM OPTIONS WHICH COULD BE PROVIDED. SEE SUPPORT PACKAGE 9 "OPTIONS FOR PROGRAMMING WITHOUT REFERRAL" IN THE IEP PROCEDURES GUIDE.

3.2 THE DISTRICT HAS RESPONSIBILITY TO ENSURE THAT A CONTINUUM OF PLACEMENT OPTIONS ARE AVAILABLE TO MEET THE NEEDS OF HANDICAPPED CHILDREN FOR SPECIAL EDUCATION AND RELATED SERVICES. SEE SUPPORT PACKAGE 3, "PROCEDURES FOR DEVELOPING PLACEMENT OPTIONS" FOR SUGGESTIONS AS TO HOW THIS MIGHT BE DONE.

4.1 THE ELIGIBILITY REPORT FORM IS SUGGESTED AS ONE MEANS TO DOCUMENT INFORMATION ON THE HANDICAPPING CONDITION. THIS PARTICULAR FORM HAS NOT BEEN MANDATED BY STATE OR FEDERAL REGULATIONS. IT IS SUGGESTED AS A BEST PRACTICE.

7.1 THE PARENTS MUST BE INFORMED OF THE ELIGIBILITY CATEGORY. NOT TO DO SO VIOLATES THE INTENT OF THE LAW REGARDING INFORMED CONSENT. CHILD STUDY COMMITTEES WILL FIND SOME SUGGESTIONS FOR INFORMING THE PARENTS IN THE ELIGIBILITY CATEGORY IN SUPPORT PACKAGE 20.

ARE THERE ANY QUESTIONS ABOUT THE GUIDELINES FOR CHILD STUDY COMMITTEE MEMBERS? SO FAR, I'VE PRESENTED A GREAT DEAL OF INFORMATION TO YOU. LET'S CHANGE THE FOCUS OF THE TRAINING A BIT. FIRST OF ALL, I'D LIKE YOU TO GET INTO TEAMS. FOR PURPOSES OF THIS ACTIVITY, YOU'LL BE CONSIDERED A CHILD STUDY COMMITTEE. THE DIFFERENCE IS THAT THE PARENTS WILL NOT BE PRESENT. YOU WILL HAVE AN OPPORTUNITY TO MAKE PRACTICAL APPLICATION OF THE MATERIAL PRESENTED THUS FAR. WHAT I WOULD LIKE FOR YOU TO DO IS TO REVIEW YOUR COMPREHENSIVE EVALUATION REPORT ACCORDING TO THE GUIDELINES WE'VE PRESENTED. AS A TEAM, DETERMINE WHETHER OR NOT THIS PUPIL IS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES. IF SO, UNDER WHAT CATEGORY? THEN COMPLETE THE ELIGIBILITY REPORT FORM WHICH I WILL ALSO PROVIDE.

ALTHOUGH THE COMPREHENSIVE REPORT HAS A RECOMMENDATION FOR ELIGIBILITY AND FOR THE SPECIFIC ELIGIBILITY CATEGORY, YOU NEED TO DECIDE WHETHER THAT INFORMATION IS VALID AND IF IN FACT, YOU DO AGREE WITH THAT CLASSIFICATION.

DETERMINING ELIGIBILITY: GUIDELINES FOR CSC MEMBERS

YOU HAVE 20 MINUTES TO COMPLETE THIS TASK.

DIRECT PARTICIPANTS TO FORM GROUPS OF 4-6 WITH OTHER PEOPLE FROM THEIR DISTRICT.

PASS OUT HANDOUTS 5, 6 & 7 (H-5-12)

AFTER 20 MINUTES ASK SEVERAL OF THE GROUPS TO SHARE THEIR ELIGIBILITY CATEGORY AND THE REASONS WHY THEY MADE THAT DECISION. NEXT DISCUSS WITH THE GROUP THE PROGRAM OPTIONS EXISTING IN WYOMING FOR SERVING A CHILD WITH THOSE IDENTIFIED NEEDS.

DEVELOPING IEPs

INTRODUCTION

Definition: The child study committee is a group of individuals charged with responsibilities to: (1) determine eligibility for special education and related services, (2) determine the student's appropriate placement, and (3) review the placement and progress of each school-aged handicapped student. In some districts, this committee will also develop the IEP based on results of assessment.

Rationale: The child study committee plays a vital role in the orderly progression of children through regular and special instructional programs. It exists to insure multidisciplinary efforts in the placement, progress review and reassignment of handicapped children.

USAGE SUMMARY

Purpose: The purpose of this training module is to familiarize participants with the activities, responsibilities, and roles of the various individuals at a Child Study Committee meeting.

Objectives: At the completion of training, it is anticipated that workshop participants will be able to:

--state the required membership of a Child Study Committee;

--state the suggested roles, responsibilities, and activities of Child Study Committee members;

--identify effective methods of communication within the Child Study Committee meeting.

Materials: transparencies 1-12
handout 1
blank transparency or chalkboard

Presentation Format: Large group presentation

Time: Approximately 1½ hours

PRESENTATION OUTLINE

I. Why the team approach is used

II. Potential CSC meeting participants

III. Suggested roles and responsibilities of meeting participants

IV. Parent notice

V. Record keeping

VI. Team communication

SPECIAL NOTES TO TRAINER

1. If pre-workshop needs assessment data were not collected, you may want to conduct an information needs assessment at the start of the workshop by asking the participants to volunteer their concerns and/or needs related to IEPs. Don't answer these questions at this time. Write them on the blackboard and inform the group that you want to be held accountable for the questions when the workshop is completed.

SCRIPT TEXT

THE PURPOSE OF THIS MODULE IS TO FAMILIARIZE YOU WITH THE ACTIVITIES, RESPONSIBILITIES, AND ROLES OF THE VARIOUS INDIVIDUALS AT A CHILD STUDY COMMITTEE MEETING. WHEN THE TRAINING IS OVER, IT IS ANTICIPATED THAT YOU WILL BE ABLE TO:

--STATE THE REQUIRED MEMBERSHIP OF A CHILD STUDY COMMITTEE;

--STATE THE SUGGESTED ROLES, RESPONSIBILITIES, AND ACTIVITIES OF CHILD STUDY COMMITTEE MEMBERS; AND

--IDENTIFY EFFECTIVE METHODS OF COMMUNICATION WITHIN THE CHILD STUDY COMMITTEE MEETING.

P.L. 94-142 REQUIRES THAT THE WRITTEN IEP BE DEVELOPED IN A MEETING USING THE TEAM APPROACH. AFTER THE STUDENT HAS BEEN DETERMINED ELIGIBLE TO RECEIVE SERVICES, THE CHILD STUDY COMMITTEE CHAIRPERSON OR APPROPRIATE COMMITTEE MEMBER DECIDES WHO WILL PARTICIPATE IN THE CHILD STUDY COMMITTEE MEETING. LET'S LOOK AT WHY THE TEAM APPROACH IS USED.

SHOW TRANSPARENCY 1 (T-1)

GO OVER POINTS.

WHO ARE THE PARTICIPANTS AT THE CHILD STUDY COMMITTEE MEETING? THIS WILL CHANGE WITH THE NEEDS OF THE INDIVIDUAL CHILD, BUT THE LAW STATES THAT THE COMMITTEE SHOULD BE COMPOSED

OF AT LEAST THE FOLLOWING INDIVIDUALS:

SHOW TRANSPARENCY 2 (T-2)

GO OVER POINTS.

NOTE: AT POINT OF THE "CHILD'S TEACHER", SUPPLY THE FOLLOWING COMMENTS:

1. IN DECIDING WHICH TEACHER WILL PARTICIPATE IN MEETINGS ON A CHILD'S INDIVIDUALIZED EDUCATION PROGRAM, THE AGENCY MAY WISH TO CONSIDER THE FOLLOWING POSSIBILITIES:
   (A) FOR A HANDICAPPED CHILD WHO IS RECEIVING SPECIAL EDUCATION, THE "TEACHER" COULD BE THE CHILD'S SPECIAL EDUCATION TEACHER.
   (B) FOR A HANDICAPPED CHILD WHO IS BEING CONSIDERED FOR PLACEMENT IN SPECIAL EDUCATION, THE "TEACHER" COULD BE THE CHILD'S REGULAR TEACHER, OR A TEACHER QUALIFIED TO PROVIDE EDUCATION IN THE TYPE OF PROGRAM IN WHICH THE CHILD MAY BE PLACED, OR BOTH.
   (C) IF THE CHILD IS NOT IN SCHOOL OR HAS MORE THAN ONE TEACHER, THE AGENCY MAY DESIGNATE WHICH TEACHER WILL PARTICIPATE IN THE MEETING.

2. EITHER THE TEACHER OR THE AGENCY REPRESENTATIVE SHOULD BE QUALIFIED IN THE AREA OF THE CHILD'S SUSPECTED DISABILITY.
3. FOR A CHILD WHOSE PRIMARY HANDICAP IS A SPEECH IMPAIRMENT, THE PARTICIPATING EVALUATOR WOULD NORMALLY BE THE SPEECH-LANGUAGE PATHOLOGIST.

THIS HANDOUT WILL PROVIDE YOU WITH MORE INFORMATION ABOUT THE PARTICIPANTS AT THE CSC MEETING.

PASS OUT HANDOUT 1 (H-1-2)

WHAT ARE SOME OF THE COMMON RESPONSIBILITIES OF THE TEAM MEMBERS?

SHOW TRANSPARENCY 3 (T-3)

GO OVER POINTS.

WHAT IS A SUGGESTED ROLE FOR THE ADMINISTRATIVE REPRESENTATIVE?

SHOW TRANSPARENCY 4 (T-4)

GO OVER POINTS.

-THE CHILD'S REGULAR EDUCATION TEACHER?

SHOW TRANSPARENCY 5 (T-5)

GO OVER POINTS.

-THE CHILD'S TEACHER/SERVICE PROVIDER IN SPECIAL EDUCATION?

SHOW TRANSPARENCY 6 (T-6)

GO OVER POINTS.

-THE EVALUATION PERSONNEL?

SHOW TRANSPARENCY 7 (T-7)

GO OVER POINTS.

-THE PARENT AND/OR CHILD?

SHOW TRANSPARENCY 8 (T-8)

GO OVER POINTS.

WHY IS THE PARENT INVOLVED IN THE CHILD STUDY COMMITTEE MEETING?

SHOW TRANSPARENCY 9 (T-9)

GO OVER POINTS.

PARENTAL INVOLVEMENT IS EXTREMELY IMPORTANT AT THE CHILD STUDY COMMITTEE MEETING. TO ENSURE THAT THEY WILL HAVE AN OPPORTUNITY TO ATTEND THE STAFFING CONFERENCE, THE STUDENT'S PARENTS MUST RECEIVE ADVANCE NOTICE OF THE PURPOSE, TIME, AND LOCATION OF THE MEETING. THIS IS ONE FORM FOR PARENT NOTIFICATION.

SHOW TRANSPARENCY 10 (T-10)

GO OVER FORM.

THE SCHOOL DISTRICT IS ALSO RESPONSIBLE FOR INSURING THAT THE PARENTS UNDERSTAND THE PROCEEDINGS OF THE MEETING, INCLUDING HAVING AN INTERPRETER PRESENT FOR PARENTS WHO ARE DEAF OR WHOSE NATIVE LANGUAGE IS NOT ENGLISH. THE LANGUAGE USED AT THE CHILD STUDY COMMITTEE MEETING SHOULD BE CLEAR AND UNDERSTANDABLE TO THE PARENT. COMMON EDUCATIONAL JARGON IS, IN MANY SITUATIONS, NOT UNDERSTOOD BY THE PARENT; THUS, PRECAUTIONS MUST BE TAKEN TO EXPRESS IDEAS IN A CLEAR, PRECISE

MANNER. THE MEETING MUST BE HELD WITHIN 25 CALENDAR DAYS FROM DETERMINATION OF ELIGIBILITY AT A MUTUALLY AGREED UPON TIME AND PLACE.

IF NEITHER PARENT CAN ATTEND, THE SCHOOL DISTRICT MUST TRY TO USE OTHER METHODS TO ENSURE PARENTAL PARTICIPATION. METHODS COULD INCLUDE A CONFERENCE TELEPHONE CALL, REGISTERED MAIL, OR, IF NECESSARY, CONTACTING THE PARENT AT WORK. IF THE SCHOOL REPRESENTATIVE IS UNABLE TO CONVINCE THE PARENT TO ATTEND, THE CHILD STUDY COMMITTEE MEETING MAY BE HELD WITHOUT PARENTAL PARTICIPATION. IF THIS IS THE CASE, HOWEVER, THE DISTRICT MUST HAVE A RECORD OF ITS ATTEMPTS TO ARRANGE THE MEETING, INCLUDING: ACCOUNTS AND RESULTS OF TELEPHONE CALLS MADE OR ATTEMPTED, COPIES OF CORRESPONDENCE SENT TO PARENTS AND RESPONSES RECEIVED, AND A LIST OF THE RESULTS OF HOME AND EMPLOYMENT VISITS.

SHOW TRANSPARENCY 11 (T-11)

GO OVER FORM.

THIS IS AN EXAMPLE OF A FORM USED TO RECORD ATTEMPTS TO ENLIST PARENTAL COOPERATION. AN IEP ATTENDANCE WAIVER FORM, WHICH I WILL TALK ABOUT LATER, IS ALSO REQUIRED. THE LAW IS VERY SPECIFIC ABOUT SCHOOL DISTRICTS KEEPING ACCURATE RECORDS OF THEIR ATTEMPTS TO INVOLVE THE CHILD'S PARENT IN AN IEP MEETING; THEREFORE, IT IS WISE TO DEVELOP A SYSTEMATIC RECORD-KEEPING PROCEDURE TO ASSURE THE PARENTS OF DUE PROCESS.

A CRITICAL ELEMENT IN THE SUCCESS OF A CHILD STUDY COMMITTEE MEETING WILL BE THE ABILITY OF ITS MEMBERS TO COMMUNICATE IN A WAY THAT FACILITATES THE PRODUCTIVE FUNCTIONING OF THE GROUP.

SOME OF THE BEHAVIORS THAT FACILITATE THE WORK OF THE TEAM ARE:

SHOW TRANSPARENCY 12 (T-12)

GO OVER POINTS.

SOME OF THE BEHAVIORS THAT INTERFERE WITH THE WORK OF THE TEAM ARE:

SHOW TRANSPARENCY 13 (T-13)

GO OVER POINTS.

NOW THAT WE HAVE REVIEWED BEHAVIORS WHICH INTERFERE WITH EFFECTIVE TEAM FUNCTIONING AS WELL AS BEHAVIORS WHICH FACILITATE TEAM FUNCTIONING, CAN ANYONE ADD ANY SUGGESTIONS FOR ANY OTHER THINGS WHICH WOULD FACILITATE TEAM FUNCTIONING?

WRITE PARTICIPANT RESPONSES ON CHALKBOARD OR BLANK TRANSPARENCY. REVIEW THESE ITEMS AND ADD ANY SUGGESTIONS THAT YOU MAY HAVE.

THAT CONCLUDES THIS PORTION OF THE TRAINING. ARE THERE ANY QUESTIONS?

RESPOND TO PARTICIPANTS' QUESTIONS. THEN BEGIN THE PRESENTATION ON DEVELOPMENT OF THE IEP.

INTRODUCTION

Definition: According to P.L. 94-142, an Individualized Education Program is:

> a written statement developed in a meeting with a representative of the local education agency, the teacher, the parent, and the child, where appropriate. The written statement on each child includes documentation of decisions reached about the objectives, content, implementation, and evaluation of the child's educational program.

The term "individualized educational program" itself conveys important concepts. First, "individualized" means that the IEP must be addressed to the educational needs of a single child rather than a class or group of children. Second, "educational" means that the IEP is limited to those elements of the child's education that are specifically special education and related services, as defined by the Act. Third, "Program" means that the IEP is a statement of what will actually be provided to the child, as distinct from a plan that provides guidelines from which a program must subsequently be developed.

Rationale: The IEP is considered to be the central building block of the education for all handicapped children. It is the mechanism by which a free appropriate education can be delivered to each handicapped child.

USAGE SUMMARY

Purpose:

-familiarize the participants with information relating to the IEP and the Total Service Plan in general, and, specifically, to the minimum components of an IEP as required by law.

-familiarize the participants with the process of monitoring.

Objectives: At the completion of training, it is anticipated that workshop participants will be able to:

-state the rationale for IEPs;

-state the components of an IEP: Total Service Plan;

-pinpoint a learner's present level of educational performance from assessment information;

-formulate annual goals from a student's assessment information;

-identify the necessary components of a short-term objective;

-write short-term instructional objectives which are specific, manageable, and relevant;

identify procedures for determining specific placement/program services for a student;

-identify procedures for obtaining parental consent for placement;

USAGE SUMMARY (cont)

-state the purpose of monitoring the IEP and describe the procedural steps for implementing monitoring of the IEP;

-develop an IEP: Total Service Plan for simulated case history data.

Materials:

transparencies 1-33

handouts 1-11

blank transparency

Presentation Format: Large group presentation, with small group tasks

Time: Approximately 4½ hours

PRESENTATION OUTLINE

I. Why develop IEPs?

II. Components of an IEP.

III. Forms for summarizing information

IV. Stages in IEP development:

    A. Present levels of performance
    B. Annual goals
    C. Short-term objectives
    D. Specifying evaluation procedures
    E. Revising IEPs
    F. Determining specific educational and related services to be provided
    G. Obtaining parental consent
    H. Monitoring the IEP

V. Simulated Child Study Committee meeting

VI. Recapitulation and evaluation

SPECIAL NOTES TO TRAINER

1. With transparency 2 (T-2), briefly overview the content of a Total Service Plan. Then indicate that, for the rest of this section of the workshop, you will concentrate on the separate parts of the TSP.
2. Regarding assessment/current levels of performance transparencies: emphasize the difference between assessment data which determine eligibility and data which are of direct functional utility for intervention.
3. If participants have attended the training sessions on multidisciplinary assessment and determining eligibility, use the assessment summaries on Hector Hyper to prepare activity package 5 for development of an IEP. This package would vary depending on the material which has been presented in the other sections.

SCRIPT TEXT

THE PURPOSE OF THIS TRAINING MODULE IS TO FAMILIARIZE YOU WITH GENERAL INFORMATION RELATING TO THE IEP AND THE TOTAL SERVICE PLAN, AND WITH THE MINIMUM COMPONENTS OF AN IEP AS REQUIRED BY LAW. YOU SHOULD ALSO BECOME FAMILIAR WITH THE PROCESS OF MONITORING IEPs. THE OBJECTIVES OF THIS MODULE ARE AS FOLLOWS:

SHOW TRANSPARENCY 1 (T-1)

GO OVER POINTS.

ARE THERE ANY OBJECTIVES YOU PERSONALLY WOULD LIKE TO ACCOMPLISH WHICH ARE NOT LISTED HERE?

LIST ANY ADDITIONAL OBJECTIVES ON TRANSPARENCY 1.

P.L. 94-142 REQUIRES THAT AN IEP BE IN EFFECT FOR EACH HANDICAPPED STUDENT BEFORE HE/SHE RECEIVES SPECIAL EDUCATION AND/OR RELATED SERVICES. WHY ARE THESE PLANS DESIRABLE?

SHOW TRANSPARENCY 2 (T-2)

GO OVER POINTS.

1. A WRITTEN IEP PROVIDES DIRECTIONS FOR MAKING EDUCATIONAL DECISIONS, THAT IS, WHAT SHOULD BE TAUGHT NEXT AND HOW TO TEACH IT. IT SERVES AS A BLUEPRINT OF SERVICES - A MANAGEMENT TOOL.

2 & 3. AN EVALUATION COMPONENT IS BUILT INTO A PLAN TO GUIDE THOSE INDIVIDUALS RESPONSIBLE FOR THE CHILD'S INSTRUCTION IN MAKING ADJUSTMENTS IN PLACEMENT, PROGRAMMING, SERVICES, MATERIALS/MEDIA, AND GOALS/OBJECTIVES.

4. AN IEP FACILITATES COMMUNICATION AMONG THOSE INDIVIDUALS PROVIDING SERVICES TO THE CHILD. IT IS ALSO USED IN COMMUNICATING WITH PARENTS ABOUT THE EDUCATIONAL NEEDS AND PROGRESS MADE BY THEIR CHILD.

5. P.L. 94-142 PROVIDES THAT "EACH STATE AND LOCAL EDUCATIONAL AGENCY SHALL INSURE THAT AN INDIVIDUALIZED EDUCATION PROGRAM (PLAN) IS PROVIDED FOR EACH HANDICAPPED CHILD WHO IS RECEIVING OR WILL RECEIVE SPECIAL EDUCATION.

SHOW TRANSPARENCY 3 (T-3)

GO OVER POINTS.

THE PLAN MUST INCLUDE:

1. THE CHILD'S PRESENT LEVEL OF EDUCATIONAL PERFORMANCE IN EACH APPROPRIATE LEARNING AREA SUCH AS ACADEMIC ACHIEVEMENT, SOCIAL ADAPTATION, PREVOCATIONAL SKILLS, PSYCHOMOTOR SKILLS, AND SELF-HELP SKILLS; THIS SHOULD BE A DESCRIPTION OF SPECIFIC SKILL LEVELS, NOT MERELY A RESTATEMENT OF TEST SCORES.

2. ANNUAL GOALS WHICH DESCRIBE THE EDUCATIONAL PERFORMANCE TO BE ACHIEVED BY THE END OF THE SCHOOL YEAR UNDER THE CHILD'S INDIVIDUALIZED EDUCATIONAL PROGRAM;
3. SHORT-TERM OBJECTIVES, WHICH MUST BE MEASURABLE INTERMEDIATE STEPS BETWEEN THE PRESENT LEVEL OF EDUCATIONAL PERFORMANCE AND THE ANNUAL GOALS;
4. SPECIFIC EDUCATIONAL SERVICES NEEDED BY THE CHILD, (DETERMINED WITHOUT REGARD TO THE AVAILABILITY OF THOSE SERVICES), INCLUDING A DESCRIPTION OF (A) ALL SPECIAL EDUCATION AND RELATED SERVICES REQUIRED TO MEET THE UNIQUE NEEDS OF THE CHILD, INCLUDING THE TYPE OF PHYSICAL EDUCATION PROGRAM AND VOCATIONAL EDUCATION PROGRAM IN WHICH THE CHILD WILL PARTICIPATE. PERSONNEL AT THE WYOMING STATE DEPARTMENT OF EDUCATION CAN PROVIDE YOU WITH SPECIFIC INFORMATION IN REGARD TO PLANNING AND PROGRAMMING FOR THESE TWO AREAS. CURRENTLY, PAX RICKETTS CAN ASSIST YOU IN THE PHYSICAL EDUCATION AREA AND MIKE ELLIOTT IS THE PERSON TO CONTACT IN THE VOCATIONAL EDUCATION AREA, AND (B) ANY SPECIAL INSTRUCTIONAL MEDIA AND MATERIALS WHICH ARE NEEDED;
5. EXTENT TO WHICH THE CHILD WILL PARTICIPATE IN REGULAR EDUCATION PROGRAM;
6. DATE WHEN THOSE SERVICES WILL BEGIN AND LENGTH OF TIME THE SERVICES WILL BE GIVEN:
7. INDIVIDUALS WHO ARE RESPONSIBLE FOR IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PROGRAM; AND

8 & 9. OBJECTIVE CRITERIA, EVALUATION PROCEDURES, AND SCHEDULES FOR DETERMINING, AT LEAST ANNUALLY, WHETHER THE SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE BEING ACHIEVED.

WHICH FORM SHOULD YOU USE?

SHOW TRANSPARENCIES 4, 5, & 6 (T-4, 5 & 6)

A NUMBER OF DIFFERENT FORMS HAVE BEEN DEVELOPED FOR SUMMARIZING ALL THE INFORMATION REQUIRED BY LAW AND BY THE LOCAL AND STATE EDUCATIONAL AGENCIES. THE SUPPORT PACKET OF SUGGESTED PROCEDURES FOR THE IMPLEMENTATION OF THE IEP PROCESS IN WYOMING EDUCATIONAL AGENCIES AND THE SPECIAL EDUCATION COORDINATOR'S MANUAL HAVE INCLUDED THE FORM THAT I'M SHOWING YOU NOW TO SUMMARIZE ALL THE INFORMATION NEEDED.

THE FIRST STAGE IN THE DEVELOPMENT OF THE IEP IS A STATEMENT OF THE STUDENT'S PRESENT LEVELS OF PERFORMANCE. AT THIS TIME ALL KNOWN DATA RELATIVE TO A STUDENT'S CURRENT LEVELS OF FUNCTIONING ARE PRESENTED BY TEAM MEMBERS. IN ADDITION TO THE DATA PROVIDED BY REPORTS, TESTS, OR OTHER STANDARDIZED MEASURES, REALISTIC ASSESSMENT OF THE STUDENT CAN BE ACCOMPLISHED BY:

1. ASKING THE CHILD WHAT HIS/HER STRENGTHS AND WEAKNESSES MIGHT BE;
2. OBSERVING THE CHILD IN THE CLASSROOM; THESE OBSERVATION PERIODS SHOULD BE SCATTERED THROUGHOUT THE DAY AND IN VARIOUS SETTINGS;

3. CONSULTING OTHER INDIVIDUALS WITH WHOM THE CHILD SPENDS TIME BUT WHO MAY NOT BE COMING TO THE IEP MEETING.

USING THIS INFORMATION, THE COMMITTEE SHOULD LIST THE CHILD'S PRESENT LEVELS OF PERFORMANCE IN EACH LEARNING AREA; INCLUDING STRENGTHS, WEAKNESSES, AND AREAS POSSIBLY IN NEED OF INTERVENTION BY SUPPORT SERVICES. ACADEMIC ACHIEVEMENT, SOCIAL ADAPTATION, PREVOCATIONAL SKILLS, AND SELF-HELP SKILLS SHOULD BE CONSIDERED.

SHOW TRANSPARENCIES 7, 8, 9, 10 & 11 (T-7, 8, 9, 10, 11)

GO OVER POINTS.

THESE ASSESSMENT DATA AND THE STUDENT'S INDIVIDUAL NEEDS FORM THE BASIS FOR A DETERMINATION OF EDUCATIONAL AND RELATED PRIORITIES.

THE NEXT SECTION OF THE IEP FORM IS DEVOTED TO WRITING ANNUAL OR LONG-RANGE GOALS.

SHOW TRANSPARENCIES 12 & 13 (T-12, 13)

GO OVER POINTS.

IN ESTABLISHING ANNUAL GOALS FOR THE IEP, SEVERAL PROBLEMS MAY BE ENCOUNTERED BY THE CHILD STUDY COMMITTEE MEETING PARTICI-

PANTS. THE MEMBERS SHOULD KEEP IN MIND THAT THE MAIN PURPOSE OF LONG-TERM GOALS IS TO IDENTIFY BROAD, GENERAL STATEMENTS OF INTENDED INSTRUCTIONAL OUTCOMES; THEREFORE, THEY SHOULD AVOID LONG-TERM GOALS LIKE THE FOLLOWING:

SHOW TRANSPARENCIES 14 & 15 (T-14, 15)

GO OVER POINTS.

USE PAPER TO COVER THE "WHY" AND "ALTERNATIVE GOAL" COLUMNS. HAVE PARTICIPANTS DETERMINE ANSWERS FOR THESE COLUMNS: AS EACH POINT IS DISCUSSED, MOVE COVERING TO SHOW STATEMENT IN RESPECTIVE COLUMN.

LONG-TERM GOALS ARE THE BEGINNING POINT FROM WHICH MORE SPECIFIC AND COMPLETE SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE DERIVED. BECAUSE THEY PROVIDE THE FOUNDATION FOR THE SHORT-TERM OBJECTIVES, CARE AND CAUTION SHOULD BE EXERCISED BY THE PARTICIPANTS AT THIS POINT IN THE IEP PROCESS. TO PROVIDE YOU WITH A SMALL SAMPLE OF THE WIDE VARIETY OF ANNUAL GOALS WHICH MAY BE DEVELOPED, SOME OF THEM HAVE BEEN COMPILED IN THIS HANDBOOK.

PASS OUT HANDOUTS 1 & 2 (H-1-13)

IF YOU WILL DIVIDE YOURSELVES INTO GROUPS OF TWO, WE WILL PROCEED WITH AN ACTIVITY FOR DETERMINING LONG-TERM GOALS. YOU WILL HAVE ABOUT 15 MINUTES TO COMPLETE THE ACTIVITY.

PASS OUT ACTIVITY PACKGAGE 1

READ OVER INSTRUCTIONS WITH PARTICIPANTS, THEN ASSIST AS NECESSARY.

ONCE THE ANNUAL GOALS ARE WRITTEN, THE NEXT STEP IS TO IDENTIFY SEVERAL SHORT-TERM OBJECTIVES FOR EACH ANNUAL GOAL AND DETERMINE THE SEQUENCE OF STEPS NECESSARY TO COMPLETE THAT GOAL. FOR EACH ANNUAL GOAL, THERE SHOULD BE AT LEAST FOUR OR FIVE SHORT-TERM OBJECTIVES WHICH MAY BE VIEWED AS MILESTONES BETWEEN THE STUDENT'S PRESENT LEVEL OF FUNCTIONING AND THE POINT THE TEAM HOPES THE STUDENT WILL REACH BY THE END OF THE YEAR.

SHOW TRANSPARENCIES 16 THROUGH 24 (T-16-24)

GO OVER EACH POINT.

TO HELP YOU FOLLOW THE SUGGESTIONS YOU'VE JUST SEEN FOR WRITING SHORT-TERM OBJECTIVES, THE MAJOR POINTS HAVE BEEN PUT TOGETHER INTO A CHECKLIST WHICH YOU WILL RECEIVE. LET'S LOOK THIS OVER AND SEE IF YOU HAVE ANY QUESTIONS.

SHOW TRANSPARENCY 25 (T-25)

GO OVER POINTS.

PASS OUT HANDOUTS 3, 4, 5 & 6 (H-14-17)

BRIEFLY REVIEW EACH HANDOUT.

SELECT ANY OR ALL OF ACTIVITY PACKAGES 2, 3, AND 4 FOR GROUP TO DO. SET THIS UP ACCORDING TO SIZE AND NEEDS OF GROUP.

NOW THAT WE HAVE DISCUSSED HOW TO SPECIFY PRESENT LEVELS OF PERFORMANCE, DETERMINE AND PRIORITIZE ANNUAL GOALS, AND WRITE SHORT-TERM OBJECTIVES, WE NEED TO EXAMINE ANOTHER COMMITTEE FUNCTION-SPECIFYING EVALUATION PROCEDURES. IN THIS PART OF THE IEP, COMMITTEE MEMBERS MUST STATE THE CRITERIA AND MEASUREMENT TECHNIQUES THAT WILL DETERMINE THE PROGRESS MADE TOWARD THE OBJECTIVES. IF OBJECTIVES ARE STATED BEHAVIORALLY, CRITERIA WILL PROBABLY ALREADY HAVE BEEN INCLUDED. AN EVALUATION OF PROGRESS MUST OCCUR AT LEAST ONCE A YEAR. HOWEVER, ONGOING ASSESSMENT IS ALSO AN IMPORTANT ELEMENT OF EACH IEP. LET'S LOOK AT SOME SUGGESTIONS ON HOW TO EVALUATE PROGRESS TOWARD OBJECTIVES.

SHOW TRANSPARENCY 26 (T-26)

GO OVER POINTS.

AFTER READING THE FIRST STATEMENT ON TRANSPARENCY, SUPPLY THE FOLLOWING INFORMATION:

1. FOR EXAMPLE, AN OBJECTIVE IN READING FOR A STUDENT MAY BE:
   GIVEN A SET OF STIMULUS CARDS, THE STUDENT WILL BE ABLE TO SOUND OUT IN ISOLATION THE CONSONANT BLENDS OF SP, ST, SM, AND SN FOR 5 TRIALS WITH 100% ACCURACY. WHEN THE STUDENT IS ABLE TO COMPLETE THE TASK AS STATED, THE CRITERIA HAVE BEEN MET.

AFTER READING STATEMENT 4, RELATE THE FACT THAT SUCH TESTS MUST BE USED WITH DISCRETION.

SUCH TESTS MAY OR MAY NOT ACTUALLY ASSESS PROGRESS TOWARD THE STATED OBJECTIVE. IT WOULD BE MORE USEFUL TO EMPLOY A STANDARDIZED TEST THAT REVEALS A CHILD'S SKILL RATHER THAN ONLY A GRADE EQUIVALENCY SCORE. SAYING A CHILD CAN COMPUTE ADDITION AND SUBTRACTION PROBLEMS IS MORE USEFUL INFORMATION THAN SAYING THAT A CHILD DOES MATH AT THE 2.4 GRADE LEVEL. ANOTHER CAUTION REGARDING STANDARDIZED TESTS IS THAT, IF POSSIBLE, THE TESTS USED FOR PRE-TESTING SHOULD BE THE SAME AS THOSE USED FOR THE POST-TESTING SINCE IT IS USEFUL TO COMPARE RESULTS OBTAINED FROM THE SAME MEASURE.

SHOW TRANSPARENCY 27 (T-27)

COVER POINTS AS FOLLOWS:

IN CHOOSING PARTICULAR EVALUATION PROCEDURES YOU NEED TO CONSIDER:

1. THE TYPE OF OBJECTIVE SELECTED FOR THE IEP:
   FOR EXAMPLE, OBJECTIVES IN THE COGNITIVE DOMAIN THAT DEAL WITH RECALL OR RECOGNITION OF KNOWLEDGE AND THE DEVELOPMENT OF INTELLECTUAL ABILITIES AND SKILLS CAN BE EVALUATED BY USING ACHIEVEMENT TESTS AND INFORMAL MEASUREMENTS.
   OBJECTIVES IN THE AFFECTIVE DOMAIN DESCRIBE CHANGES IN INTERESTS, ATTITUDES, AND VALUES. IN ORDER TO EVALUATE AN OBJECTIVE DEVELOPED IN THIS AREA, THE COMMITTEE MUST STATE THE DESIRED OUTCOME IN TERMS OF THE STUDENT'S OBSERVABLE BEHAVIOR. THIS PROCEDURE REQUIRES THE COMMITTEE MEMBER TO MAKE THE ASSUMPTION THAT CERTAIN BEHAVIORS ARE RELATED TO CERTAIN FEELINGS AND EMOTIONS. BY TRANSLATING FEELINGS INTO OBSERVABLE EVENTS, EVALUATION OF THE OBJECTIVE IS MADE MANAGEABLE. OBSERVATION OF THE STUDENT IS OFTEN THE ONLY PROCEDURE THAT CAN BE USED TO EVALUATE OBJECTIVES IN THIS AREA. ROLE PLAYING AND SIMULATION OF PREDETERMINED SITUATIONS ARE EFFECTIVE MEANS OF EVALUATING OTHERWISE UNOBSERVABLE BEHAVIORS. IN THE PSYCHOMOTOR DOMAIN, AN OBJECTIVE MAY BE EVALUATED BY HAVING THE STUDENT DEMONSTRATE THE PHYSICAL ACTIVITY SPECIFIED IN THE OBJECTIVE.

2. THE TIME REQUIREMENT TO EVALUATE PROGRESS:
   INSTRUCTIONAL TIME DOES NOT NEED TO BE DECREASED. EVALUATION INFORMATION MAY BE OBTAINED BY OBSERVING THE STUDENT, LOOKING AT WORK SAMPLES AND USING REGULARLY SCHEDULED TESTS. THE CRITERION REFERENCED TESTS OR INFORMAL INVENTORIES ARE THE BEST TYPES OF TESTS TO EVALUATE WHETHER OR NOT AN OBJECTIVE HAS BEEN MET.
3. THE STUDENT'S CHARACTERISTICS:
   WE NEED TO CONSIDER SUCH STUDENT CHARACTERISTICS AS THE TYPE OF HANDICAP, CULTURAL BACKGROUND, REINFORCEMENT SCHEDULE, AND THE APPROACH TO TESTS WHEN SELECTING EVALUATION PROCEDURES FOR EACH STUDENT.

THE EVALUATION OF GOALS AND OBJECTIVES CAN PROVIDE A BASIS FOR IEP REVISION. YOU MIGHT NEED TO REVISE THE OBJECTIVES THEMSELVES; PERHAPS THEY WILL NEED TO BE REDEFINED IN TERMS MORE APPROPRIATE TO THE NEEDS OF THE STUDENT. TIMELINES MAY NEED CHANGING. MORE TIME MAY NEED TO BE ALLOTTED TO THE TEACHING OF THE ORIGINALLY SPECIFIED OBJECTIVES. ALSO, ADDITIONAL SERVICES ARE SOMETIMES NEEDED SO THAT THE STUDENT IS ABLE TO REACH THE OBJECTIVE.

LET'S RECAP SOME OF THE SYSTEMATIC EVALUATION TECHNIQUES THAT AN IEP COMMITTEE MAY SELECT TO DETERMINE IF OBJECTIVES ARE BEING MET.

WRITE DOWN RESPONSES ON OVERHEAD TRANSPARENCY.

ONE OF THE FINAL STEPS IN THE DEVELOPMENT OF THE IEP IS FOR THE COMMITTEE TO DECIDE WHAT SPECIFIC SPECIAL EDUCATION AND RELATED SERVICES ARE NECESSARY FOR THE STUDENT TO PROGRESS TOWARD THE STATED EDUCATIONAL GOALS. WHEN DETERMINING THE SETTING OF SPECIAL EDUCATION SERVICES, THE COMMITTEE MUST CHOOSE ALTERNATIVES THAT WILL BE MOST CONDUCIVE TO THE PROGRESS OF THE STUDENT, WHILE AT THE SAME TIME PLACING THE STUDENT AS CLOSE TO NON-HANDICAPPED STUDENTS AS POSSIBLE. LET'S LOOK AT THE ALTERNATIVES THAT THE WYOMING STATE DEPARTMENT OF EDUCATION HAS IDENTIFIED; THE SETTINGS ARE DESIGNED TO PROVIDE VARIOUS LEVELS OF SPECIALIZED INSTRUCTION TO THE STUDENT.

SHOW TRANSPARENCY 28 (T-28)

GO OVER EACH OPTION.

THE AMOUNT OF TIME THAT A STUDENT WILL SPEND IN THE SPECIAL EDUCATION SETTING MUST BE SPECIFIED. SOME STUDENTS WILL BE IN A SELF-CONTAINED SPECIAL EDUCATION CLASSROOM FULL-TIME; OTHERS MAY SPEND ONLY 1 HOUR, 3 DAYS A WEEK IN THE RESOURCE ROOM. ALSO, ONE STUDENT MAY RECEIVE RESOURCE ASSISTANCE ALL YEAR, WHILE ANOTHER RECEIVES IT FOR ONLY SIX WEEKS. THE COMMITTEE DECISION REGARDING THE AMOUNT OF TIME SPENT RECEIVING SPECIAL EDUCATION SERVICES DETERMINES THE AMOUNT OF TIME

SPENT IN REGULAR EDUCATION. THIS INFORMATION MUST BE NOTED ON THE IEP. THE CONCEPT OF LEAST RESTRICTIVE ENVIRONMENT INDICATES A LEGAL PREFERENCE THAT HANDICAPPED STUDENTS BE EDUCATED TO THE MAXIMUM EXTENT APPROPRIATE WITH STUDENTS WHO ARE NOT HANDICAPPED. REMOVAL FROM THE REGULAR EDUCATION PROGRAM SHOULD OCCUR ONLY WHEN THE NATURE OF THE HANDICAP IS SO SEVERE THAT AN APPROPRIATE EDUCATION CANNOT BE PROVIDED FOR THE STUDENT IN THAT SETTING. IN MOST INSTANCES, THE STUDENT WILL BE ABLE TO RECEIVE THE APPROPRIATE SPECIAL EDUCATION WITHIN THE LOCAL SCHOOL DISTRICT. HOWEVER, SOME LOW-INCIDENCE HANDICAPPING CONDITIONS AND SOME OF THE MORE SEVERE HANDICAPS MAY NOT BE PROVIDED FOR WITHIN EVERY SCHOOL DISTRICT.

THE SCHOOL SYSTEM IS RESPONSIBLE FOR PROVIDING THE HANDICAPPED STUDENT WITH AN APPROPRIATE EDUCATION BASED ON THE NEEDS OF THE STUDENT RATHER THAN ON ALREADY EXISTING SERVICES. SO, IF THE SCHOOL SYSTEM CANNOT PROVIDE AN APPROPRIATE EDUCATIONAL PLACEMENT, IT IS RESPONSIBLE FOR PROVIDING AN APPROPRIATE PLACEMENT AS CLOSE TO THE STUDENT'S COMMUNITY SCHOOL AS POSSIBLE AT NO COST TO THE PARENTS. POSSIBLE ALTERNATIVES INCLUDE:

--A COOPERATIVE AGREEMENT WITH ANOTHER SCHOOL SYSTEM;

--PROVISION OF SERVICES BY A PROFESSIONAL NOT ASSOCIATED WITH THE SCHOOL SYSTEM, E.G., A PRIVATE SPEECH THERAPIST;

--PROVISION OF SPECIAL EDUCATION BY PRIVATE AGENCIES SUCH AS PRIVATE SCHOOL:

--PROVISION OF SERVICES BY OTHER PUBLIC AGENCIES SUCH AS STATE INSTITUTIONS OR COMMUNITY-BASED AGENCIES.

IF DESIRED - AND IF TIME ALLOWS - THIS WOULD BE AN APPROPRIATE TIME TO DISCUSS LOCAL, STATE, AND REGIONAL RESOURCES.

REGARDLESS OF WHAT AGENCY OR PERSON PROVIDES THE SERVICES, THE PUBLIC SCHOOL IS ULTIMATELY RESPONSIBLE FOR THE IEP. IN ADDITION TO DETERMINING THE APPROPRIATE SPECIAL EDUCATON THAT A STUDENT IS TO RECEIVE, THE COMMITTEE MUST ALSO DETERMINE RELATED SERVICES THAT ARE TO BE PROVIDED TO A HANDICAPPED STUDENT. IN DECIDING ON THESE SERVICES, THE COMMITTEE NEEDS TO DETERMINE WHICH ARE NECESSARY IN ASSISTING A HANDICAPPED STUDENT TO BENEFIT FROM SPECIAL EDUCATION. LET'S NAME SOME OF THE POSSIBLE RELATED SERVICES.

WRITE DOWN RESPONSES OF PARTICIPANTS ON THE OVERHEAD TRANSPARENCY.

POSSIBLE RESPONSES INCLUDE:
AUDIOLOGY
COUNSELING SERVICES
EARLY IDENTIFICATION
MEDICAL SERVICES
OCCUPATIONAL THERAPY
PARENT COUNSELING AND TRAINING

PHYSICAL THERAPY
PSYCHOLOGICAL SERVICES
RECREATION
SCHOOL HEALTH SERVICES
SOCIAL WORK SERVICES
SPEECH PATHOLOGY
VOCATIONAL REHABILITATION

YOU CAN SEE THAT SOME RELATED SERVICES MAY BE CONSIDERED SPECIAL EDUCATION. FOR EXAMPLE, SPEECH THERAPY MAY BE COUNTED AS SPECIAL EDUCATION IF THE STUDENT IS SPEECH-IMPAIRED AND DISPLAYS NO OTHER HANDICAP. IN THE CASE OF A HEARING-IMPAIRED STUDENT, SPEECH IS NOT THE PRIMARY HANDICAP; HOWEVER, SPEECH THERAPY MIGHT BE CONSIDERED NECESSARY FOR THE STUDENT TO BENEFIT FROM THE PROGRAM FOR THE HEARING-IMPAIRED. THUS, SPEECH THERAPY WOULD BE LISTED AS A RELATED SERVICE WHILE THE CLASS FOR THE HEARING-IMPAIRED WOULD BE CONSIDERED SPECIAL EDUCATION. IT IS IMPORTANT TO KEEP IN MIND THAT IT IS THE INTENT OF P.L. 94-142 THAT IEP MEETING PARTICIPANTS CONSIDER SERVICES THAT THE CHILD NEEDS, NOT ONLY AVAILABLE SERVICES. A MEMO FROM MR. ED MARTIN, DEPUTH COMMISSIONER FOR THE BUREAU OF EDUCATION FOR THE HANDICAPPED, DISCUSSES THIS POINT IN GREATER DETAIL; A COPY OF HIS MEMO WILL BE AVAILABLE FOR YOU AT THE END OF THIS WORKSHOP. IN ADDITION, YOU CAN PICK UP PACKETS THAT DISCUSS PROCEDURES FOR DEVELOPING PLACEMENT OPTIONS, THE PHRASE "LEAST RESTRICTIVE ENVIRONMENT," AND

DEFINITIONS OF SOME OF THE TERMS USED IN WYOMING'S RULES AND REGULATIONS.

TELL PARTICIPANTS WHERE HANDOUTS 7, 8, 9 & 10 (H-18-29) WILL BE LOCATED.

THE FINAL STEP IN THE DEVELOPMENT OF THE IEP OCCURS WHEN THE COMMITTEE MEMBERS AGREE THAT AN IEP IS APPROPRIATE AND THE PARENTS GIVE THEIR WRITTEN CONSENT FOR THE STUDENT TO RECEIVE SPECIAL EDUCATION SERVICES.

SHOW TRANSPARENCIES 29 & 30 (T-29, 30)

THE SCHOOL IS REQUIRED TO PROVIDE WRITTEN PRIOR NOTICE AND TO OBTAIN PARENTAL CONSENT FOR PLACEMENT. HERE IS A FORM WHICH MEETS ALL OF THE REQUIREMENTS OF BOTH NOTICE AND CONSENT.

GO OVER PARTS OF THE FORM.

IF THE PARENTS DO NOT ATTEND THE CHILD STUDY MEETING, A NOTIFICATION SIMILAR TO THE ONE I AM SHOWING YOU NOW SHOULD BE SENT; IT SHOULD INFORM THE PARENTS OF THE RECOMMENDATION(S) MADE FOR THEIR CHILD AS A RESULT OF THE CHILD STUDY COMMITTEE MEETING.

SHOW TRANSPARENCIES 31 & 32 (T-31, 32)

GO OVER LETTER.

WITHIN TEN DAYS OF COMPLETION OF THE CHILD STUDY COMMITTEE MEETING, THE STUDENT SHOULD BEGIN TO RECEIVE THE SPECIAL EDUCATION AND/OR RELATED SERVICES STATED IN THE IEP.

NOW THAT THE TSP OF IEP HAS BEEN COMPLETED, THE COMMITTEE HAS ONE LAST IMPORTANT TASK: ASSIGNING MONITORING RESPONSIBILITIES. THE MONITORING FUNCTION HELPS TO ASSURE THAT:

(A) GOALS AND OBJECTIVES ARE BEING MET;

(B) IMPLEMENTERS WILL BE HELD ACCOUNTABLE FOR THEIR RESPONSIBILITIES;

(C) PROGRAM CHANGES WILL BE BASED ON AN ACCUMULATION OF SPECIFIC DATA.

THE COMMITTEE'S ROLE IS TO ASSURE THAT STUDENT PROGRESS DATA ARE KEPT, AND TO REVIEW THIS DATA AT REGULAR INTERVALS TO DETERMINE WHETHER OR NOT CHANGES IN THE IEP ARE INDICATED. THE COMMITTEE MAY WISH TO ASSIGN SPECIFIC RESPONSIBILITIES TO FACILITATE THIS PROGRESS.

HERE IS A CHECKLIST TO HELP WITH TASK ASSIGNMENTS.

SHOW TRANSPARENCY 33 (T-33)

PASS OUT HANDOUT 11 (H-30)

GO OVER POINTS.

NOW WE WILL BE DIVIDING INTO SMALL GROUPS AND DEVELOPING AN IEP FOR HECTOR SIMPLE.

EXPLAIN BRIEFLY BACKGROUND ABOUT HECTOR. AT THIS POINT, HAVE YOUR LARGE GROUP BREAK UP INTO SMALL GROUPS. HAVE THIS ORGANIZED SO THAT THINGS MOVE QUICKLY AND SMOOTHLY. ASSIGN ROLES: TRY TO HAVE PARTICIPANTS TAKE A ROLE THAT IS NEW TO THEM. DISTRIBUTE PACKETS (SAMPLE INCLUDED). ROTATE AMONG GROUPS TO ANSWER QUESTIONS. AFTER IEPs ARE COMPLETED, MEET ONCE AGAIN AS A TOTAL GROUP FOR QUESTIONS, RECAPITULATION, AND EVALUATION.)

IEP REVIEW

INTRODUCTION

6.0 IEP Review

Definition: IEP Review refers to those procedures which would be used to check the appropriateness of the individualized educational plan.

Rationale: Review of the IEP determines, (1) whether the child is progressing as specified in the long-term objectives, (2) whether the child is approaching a point where he or she will exit to another program, (3) whether revisions are needed in long-term objectives, short-term objectives, related services, methods, implementors, or program placement.

[NASDSE, 1976]

USAGE SUMMARY

Purpose:	To provide a checklist of procedures for Child Study Committee use in annual review of IEPs.
Objectives:	Upon completing this component participants will: -utilize an IEP evaluation checklist to review the IEP and IIP developed previously.
Materials:	Handouts 1-4 Transparency 1
Aids:	Chalkboard, chalk, overhead projector, screen
Presentation Format:	Large group lecture, small group task
Time:	45 minutes

ANNUAL REVIEW

PRESENTATION OUTLINE

I. Reasons for conducting the annual review

II. Procedures to be followed prior to the meeting

III. Procedures to be followed during the meeting

IV. Checklists for evaluating the IEP and the IIP

SPECIAL NOTES TO THE TRAINER

It is critical that the participants have both an IEP and an IIP for use in this module. If they did not attend the training on the implementation of the IEP, either prepare a sample IIP or bring one prepared for a child in your district.

SCRIPT TEXT

THE FOCUS OF THIS COMPONENT WILL BE THE ANNUAL EVALUATION OF THE INDIVIDUALIZED EDUCATION PROGRAM. IT IS IMPORTANT TO NOTE THAT THE PROCEDURES USED FOR ANNUAL EVALUATION OF THE IEP ARE DIFFERENT FROM THOSE WHICH WOULD BE USED FOR ONGOING EVALUATION OF STUDENT PROGRESS. THEY ARE ALSO DIFFERENT FROM THE PROCEDURES WHICH WOULD BE USED IN THE RE-EVALUATION OF A STUDENT'S ELIGIBILITY FOR CONTINUED SPECIAL EDUCATION SERVICES. IN BOTH OF THE ABOVE, THE FOCUS IS THE INDIVIDUAL CHILD; IN THE ANNUAL EVALUATION OF THE IEP THE FOCUS IS THE CHILD'S EDUCATIONAL PROGRAM.

AT THE COMPLETION OF THIS COMPONENT, IT IS ANTICIPATED THAT YOU WILL BE ABLE TO:

-USE AN IEP EVALUATION CHECKLIST TO REVIEW BOTH AN IEP AND AN IIP.

LET'S FIRST DISCUSS SOME REASONS AS TO WHY IT IS NECESSARY TO REVIEW THE IEP ON AT LEAST AN ANNUAL BASIS. WHAT REASONS CAN YOU THINK OF?

ELICIT RESPONSES FROM GROUP. WRITE THESE ON CHALKBOARD.

SOME OF THE RESPONSES WHICH MIGHT COME UP ARE:

-IT'S THE LAW
-EVALUATION IS USEFUL IN DECISION MAKING
-CHANGES CAN BE MADE SO THAT THE CHILD OBTAINS A MORE APPROPRIATE PROGRAM

ANNUAL REVIEW

- IT'S AN ADDITIONAL VEHICLE TO COMMUNICATE TO PARENTS AND INTERESTED PROFESSIONALS ABOUT CHILD PROGRESS
- IT ALLOWS FOR AN ASSESSMENT OF DURATION OF SERVICE NEEDS.

EACH CHILD'S INDIVIDUALIZED EDUCATION PROGRAM MUST BE REVIEWED AND REVISED ON AT LEAST AN ANNUAL BASIS. IN ORDER TO HAVE REVISED IEPs AVAILABLE FOR THE BEGINNING OF THE SCHOOL YEAR, THE LOCAL EDUCATIONAL AGENCY COULD SCHEDULE MEETINGS BEFORE THE END OF THE SCHOOL YEAR OR DURING THE SUMMER. FOR THOSE CHILDREN WHO WERE EVALUATED AND PLACED THROUGHOUT THE YEAR BEFORE, THE IEP COULD BE REVIEWED ON THE ANNIVERSARY DATE OF THE WRITING OF THE ORIGINAL IEP.

THE ANNUAL REVIEW COMPLETES A CYCLE IN THE SERVICE DELIVERY MODEL AND PREPARES FOR THE NEXT STEP IN THE CHILD'S EDUCATIONAL PROGRAM. OBJECTIVES AND GOALS WHICH WERE WRITTEN IN THE PRE-PLACEMENT IEP ARE REVIEWED IN ORDER TO IDENTIFY AREAS THAT HAVE BEEN COMPLETED AND AREAS THAT NEED FURTHER INSTRUCTION AND PRACTICE. THE DECISION TO CONTINUE OR DISCONTINUE SPECIAL EDUCATIONAL SERVICES TO THE CHILD DEPENDS ON THE CHILD'S SUCCESS IN MEETING THE PRE-ESTABLISHED OBJECTIVES AND GOALS.

ALTHOUGH THE PROCEDURES FOR CONDUCTING THE ANNUAL REVIEW MAY VARY FROM DISTRICT TO DISTRICT, THERE ARE CERTAIN GENERAL ONES WHICH NEED TO BE FOLLOWED.

ANNUAL REVIEW

PREPARING FOR THE MEETING

I. COMMITTEE MEMBERSHIP

THE ANNUAL REVIEW COMMITTEE IS THE SAME AS THE IEP AND/OR PLACEMENT TEAM. BY LAW, IT MUST INCLUDE:

- A. A REPRESENTATIVE OF THE PUBLIC SCHOOL AGENCY, OTHER THAN THE STUDENT'S TEACHER, WHO IS QUALIFIED TO PROVIDE OR SUPERVISE THE PROVISION OF, SPECIAL EDUCATION
- B. THE STUDENT'S TEACHER
- C. ONE OR BOTH OF THE STUDENT'S PARENTS
- D. THE STUDENT WHERE APPROPRIATE
- E. OTHER INDIVIDUALS AT THE DISCRETION OF THE PARENT OR AGENCY

II. PRE-MEETING COMMUNICATION

IN ORDER TO ARRANGE FOR THE ACTUAL MEETING A NUMBER OF DETAILS AND EXPECTATIONS NEED TO BE COMMUNICATED TO THE COMMITTEE MEMBERS. THESE STEPS NEED TO BE TAKEN:

- A. MAKE INITIAL CONTACT WITH ALL COMMITTEE MEMBERS TO:
  - 1. ESTABLISH THE NEED AND PURPOSE OF THE MEETING
  - 2. ESTABLISH THE DATE OF THE MEETING
- B. MAKE ARRANGEMENTS FOR A PLACE TO MEET.
- C. MAKE FOLLOW-UP CONTACT WITH ALL TEAM MEMBERS TO:
  - 1. INFORM THE MEMBERS OF THE LOCATION OF THE MEETING
  - 2. ESTABLISH EXPECTATIONS OF WHAT EACH MEMBER WILL NEED TO BRING.
    - A. REPORT OF THE STUDENT'S PROGRESS ON OBJECTIVES TO WHICH THEY WERE ASSIGNED.

- B. DATA DOCUMENTING THE STUDENT'S PROGRESS.
- C. ESTABLISH A DATE (A COUPLE DAYS PRIOR TO THE MEETING) WHEN THE REPORTS WILL BE SUBMITTED TO THE COMMITTEE CHAIRPERSON.

D. MAKE COPIES OF, OR GATHER, ALL NECESSARY MATERIALS.
  1. IEP
  2. PROGRESS DATA AND DOCUMENTATION.

E. SEND A WRITTEN NOTICE TO THE PARENTS INFORMING THEM OF THE PURPOSE, DATE, TIME AND PERSONS WHO WILL BE IN ATTENDANCE AT THE MEETING.

THIS HANDOUT IS AN EXAMPLE OF A LETTER WHICH COULD BE SENT INVITING THE PARENT(S) TO THE MEETING FOR THE ANNUAL REVIEW.

PASS OUT HANDOUT 1 (H-1)

ALTHOUGH THE PROCEDURES TO BE FOLLOWED PRIOR TO THE MEETING ARE FAIRLY SIMPLE, THE PROCESS OF ACTUALLY CONDUCTING THE ANNUAL REVIEW IS MORE COMPLEX. THERE ARE MANY ADDITIONAL FACTORS WHICH REQUIRE THE ATTENTION OF THE CHAIRPERSON.

THIS HANDOUT IS PROVIDED AS AN AID IN IMPLEMENTING THE PROCESS OF THE ANNUAL REVIEW.

PASS OUT HANDOUT 2 (H-2-15)

THIS IS A TRANSPARENCY OF ONE OF THE PAGES.

SHOW TRANSPARENCY 1 (T-1)

NOTICE THAT THERE ARE COLUMNS FOR ACTIVITY, INTENDED RESULT, ROLES, PROCEDURAL SAFEGUARDS AND COMMENTS.

POINT TO EACH COLUMN.

THE ACTIVITY COLUMN LISTS THE SPECIFIC PROCEDURES TO BE FOLLOWED IN REVIEWING BOTH THE IEP AND THE IIP. THE INTENDED RESULT COLUMN STATES WHAT THE EXPECTATIONS OF THE COMMITTEE ARE TO BE IN RELATION TO THE ACTIVITY. THE ROLES-RESPONSIBILITIES COLUMN CONTAINS INFORMATION ON EITHER PRIMARY OR SPECIAL ROLES AND RESPONSIBILITIES THAT THE COMMITTEE MEMBERS WILL NEED TO FULFILL IN ORDER TO COMPLETE THE TASK. THE COLUMN ENTITLED PROCEDURAL SAFEGUARDS CONTAINS STATEMENTS OF LEGAL OBLIGATIONS WHICH MUST BE CONSIDERED DURING THE TASK. THESE SAFEGULARDS GENERALLY FALL INTO FOUR AREAS: DUE PROCESS PROCEDURES, NON-BIASED ASSESSMENT, CONFIDENTIALITY AND LEAST RESTRICTIVE ENVIRONMENT. THE CHAIRPERSON OF THE COMMITTEE SHOULD BE QUITE FAMILIAR WITH THESE PROVISIONS.

FINALLY, THE COMMENTS SECTION CONTAINS ADDITIONAL INFORMATION OF WHICH THE CHAIRPERSON MAY NEED TO BE AWARE AS WELL AS SUGGESTIONS FOR FACILITATING RESOLUTION OF DIFFICULTIES WHICH MAY OCCUR DURING THE MEETING.

THIS HANDOUT SHOULD BE REVIEWED IN DEPTH AT A LATER TIME, PRIOR TO CONDUCTING THE ANNUAL REVIEW.

WHEN REVIEWING BOTH THE IEP AND THE IIP IT IS SOMETIMES HELPFUL TO HAVE A CHECKLIST WHICH FOCUSES ON THE CRITICAL POINTS WHICH SHOULD BE CONSIDERED BY THE CHILD STUDY COMMITTEE.

THE NEXT TWO HANDOUTS ARE EXAMPLES OF FORMS WHICH COULD BE USED.

PASS OUT HANDOUTS 3 & 4 (H-17-18)

HANDOUT 3 COULD BE USED TO EVALUATE THE IEP WHEREAS HANDOUT 4 WOULD BE MORE USEFUL FOR EVALUATION OF THE IIP.

BEFORE WE GO ON TO THE PARTICIPANT TASK FOR THIS COMPONENT, ARE THERE ANY QUESTIONS?

RESPOND TO PARTICIPANTS' QUESTIONS.

FOR THE TASK YOU WILL NEED THE IEP AND THE IIP FORMS WHICH YOU FORMULATED IN THE MODULES ON DEVELOPING AND IMPLEMENTING THE IEP. YOU WILL ALSO NEED HANDOUT 4. FORM A TEAM WITH 3 OTHER PEOPLE FROM YOUR DISTRICT AND USE HANDOUT 4 TO EVALUATE THE IEP AND IIP YOU PREVIOUSLY DEVELOPED.

DISCUSS EACH ITEM AMONG YOU AND COME TO A CONSENSUS ON THE RATING OF THE ITEMS. PLACE A CHECK IN THE BOX IF THE ITEM IS CORRECT. FOR INSTANCE, IF PRESENT LEVELS OF PERFORMANCE HAVE BEEN SPECIFIED, A CHECK WOULD BE PLACED IN THE BOX. DO NOTHING

IF IT IS NOT CORRECT. ONCE YOU HAVE COMPLETED THE CHECKLIST GO BACK TO YOUR FORMS AND SEE WHERE REVISIONS ARE NEEDED. MAKE THOSE CORRECTIONS ON BOTH THE IEP AND IIP FORMS. YOU HAVE ONE HALF HOUR TO COMPLETE THIS TASK.

AFTER ONE HALF HOUR HAVE EACH GROUP PRESENT THE FINDINGS ON THEIR IEP, IIPs AND THE MODIFICATIONS MADE. CLARIFY ANY QUESTIONS WHICH ARISE.

IEP REVIEW:

COMPREHENSIVE RE-ASSESSMENT

USAGE SUMMARY

Purpose: To familiarize child study committees with the procedures to be followed in re-evaluating the progress of a student currently receiving special education services.

Objective: Once participants have completed this component they will:

-state the procedures to be used in re-evaluating a student's eligibility for special education services.

Materials:

Handouts 1-3

Presentation Format: Large group lecture

Time: 30 minutes

COMPREHENSIVE RE-ASSESSMENT

PRESENTATION OUTLINE

I. Purpose of comprehensive re-assessment

II. Procedures to be followed

   A. Notify parents of the intent to re-assess

   B. Obtain parental consent

   C. Conduct comprehensive multidisciplinary re-assessment

   D. Inform parents of assessment results

   E. Determine need and eligibility for special education and related services

   F. Invite parents to IEP meeting

   G. Conduct IEP meeting

   H. Review and update IEP

   I. With parental consent, terminate student who is no longer eligible.

SCRIPT TEXT

IN THIS COMPONENT, WE WILL OVERVIEW THE PROCEDURES TO BE FOLLOWED IN CONDUCTING A RE-ASSESSMENT OF STUDENTS CURRENTLY RECEIVING SPECIAL EDUCATION SERVICES. AT THE COMPLETION OF THE TRAINING ON THIS COMPONENT, YOU WILL BE ABLE TO STATE THE PROCEDURES TO BE USED IN RE-EVALUATING A STUDENT'S ELIGIBILITY FOR SPECIAL EDUCATION SERVICES.

ALTHOUGH THE IEP IS REVIEWED AT LEAST ANNUALLY, WYOMING STATE BOARD RULES AND REGULATIONS REQUIRE THAT A COMPREHENSIVE RE-ASSESSMENT OF THE STUDENT OCCUR EVERY TWO YEARS. FURTHER, IT IS NECESSARY THAT PRIOR NOTICE BE GIVEN AND THAT PARENTAL CONSENT BE OBTAINED.

THE PURPOSE OF THE COMPREHENSIVE RE-ASSESSMENT IS TO DETERMINE WHETHER THE STUDENT IS STILL ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES. IT IS RECOMMENDED THAT THESE STEPS BE FOLLOWED IN CONDUCTING RE-ASSESSMENT OF THE STUDENT.

PASS OUT HANDOUT 1 (H-1)

DISCUSS EACH POINT AS FOLLOWS:

1.0 NOTIFY PARENTS OF THE INTENT TO RE-ASSESS

WRITTEN NOTICE MUST BE GIVEN TO THE PARENT A REASONABLE TIME BEFORE THE LOCAL EDUCATION AGENCY INITIATES RE-ASSESSMENT PROCEDURES. THIS NOTIFICATION MUST INCLUDE A FULL

EXPLANATION OF ALL THE PROCEDURAL SAFEGUARDS AVAILABLE TO THE PARENT, A DESCRIPTION OF THE ACTION PROPOSED BY THE AGENCY, AND AN EXPLANATION OF WHY THE AGENCY PROPOSES RE-ASSESSMENT, AND A DESCRIPTION OF ANY OTHER FACTORS THAT ARE RELEVANT TO THE AGENCY'S PROPOSAL FOR RE-ASSESSMENT.

2.0 OBTAIN PARENTAL CONSENT

STATE BOARD REGULATIONS REQUIRE THAT WRITTEN PARENTAL CONSENT BE OBTAINED BEFORE THE DISTRICT CONDUCTS A COMPREHENSIVE RE-ASSESSMENT.

CONSENT MEANS THAT:

(1) THE PARENT HAS BEEN FULLY INFORMED OF THE INFORMATION IN THE LANGUAGE IN WHICH HE OR SHE IS MOST COMPETENT, UNLESS IT IS CLEARLY NOT FEASIBLE TO DO SO,

(2) THE PARENT UNDERSTANDS AND AGREES IN WRITING TO THE CARRYING OUT OF THE ACTIVITY FOR WHICH HIS OR HER CONSENT IS SOUGHT, AND THE CONSENT SETS FORTH THAT ACTIVITY AND LISTS THE RECORDS (IF ANY) WHICH WILL BE RELEASED AND TO WHOM, AND

(3) THE PARENT UNDERSTANDS THAT THE GRANTING OF CONSENT IS VOLUNTARY ON THE PART OF THE PARENT, AND THAT IT MAY BE REVOKED AT ANY TIME.

THIS HANDOUT MEETS ALL OF THE REQUIREMENTS FOR NOTICE AND CONSENT. NOTICE THAT IT IS QUITE SIMILAR TO THE ONE USED FOR PRE-PLACEMENT EVALUATION.

PASS OUT HANDOUT 2 (H-2-3)

COMPREHENSIVE RE-ASSESSMENT

3.0 CONDUCT A COMPREHENSIVE MULTIDISCIPLINARY ASSESSMENT -

AN ASSESSMENT WHICH MEETS THE REQUIREMENTS OF ALL OF THE FEDERAL AND STATE REGULATIONS MUST BE CONDUCTED. THE ASSESSMENT IS TO BE DONE BY A MULTIDISCIPLINARY ASSESSMENT TEAM. THE CHILD IS TO BE EVALUATED IN ALL AREAS RELATED TO THE SUSPECTED DISABILITY, INCLUDING, WHERE APPROPRIATE HEALTH, VISION, HEARING, SOCIAL AND EMOTIONAL STATUS, GENERAL INTELLIGENCE, ACADEMIC STATUS, COMMUNICATIVE STATUS AND MOTOR ABILITIES.

IN ADDITION, THE TEAM MUST PREPARE A WRITTEN REPORT OF THE FINDINGS. IT MUST DOCUMENT, ON THE BASIS OF TEST FINDINGS, WHETHER THERE IS A HANDICAPPING CONDITION.

4.0 INFORM PARENTS OF ASSESSMENT RESULTS

AFTER THE COMPREHENSIVE REPORT HAS BEEN COMPLETED, THE PARENTS ARE INFORMED OF THE ASSESSMENT RESULTS. THE RESULTS OF THE ASSESSMENT ARE TO BE INTERPRETED TO PARENTS IN A WAY THAT FACILITATES PARENTAL COOPERATION AND INPUT INTO THE CHILD'S EDUCATIONAL PROGRAM. PARENTS SHOULD BE TOLD WHAT THEIR CHILD CAN OR CANNOT DO, IN LANGUAGE THAT IS CLEAR, CONCISE AND FREE OF JARGON.

5.0 DETERMINE NEED AND ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES

ONCE PARENTS HAVE BEEN INFORMED OF THE ASSESSMENT RESULTS THEN IT IS NECESSARY TO DETERMINE IF THE CHILD IS STILL ELIGIBLE TO RECEIVE SPECIAL EDUCATION AND RELATED SERVICES. THAT DETERMINATION IS TO BE MADE BY THE CHILD STUDY COMMITTEE.

COMPREHENSIVE RE-ASSESSMENT

6.0 INVITE PARENTS TO IEP MEETING

IF THE CHILD IS STILL ELIGIBLE TO RECEIVE SPECIAL EDUCATION AND RELATED SERVICES THEN A NOTICE SHOULD BE SENT TO THE PARENTS INVITING THEM TO A MEETING TO REVIEW AND REVISE THE IEP. THE NOTICE SHOULD SPECIFY THE PURPOSE OF THE MEETING, THE DATE, PLACE, TIME, AND WHO IS TO BE IN ATTENDANCE.

7.0 CONDUCT THE IEP MEETING

THE IEP MEETING SHOULD BE CONDUCTED WITH THE FOLLOWING PARTICIPANTS IN ATTENDANCE:

- A REPRESENTATIVE OF THE DISTRICT WHO IS QUALIFIED TO SUPERVISE SPECIAL EDUCATION
- THE CHILD'S TEACHER(S)
- ONE OR BOTH OF THE CHILD'S PARENTS, AND OTHER APPROPRIATE INDIVIDUALS AT THE DISCRETION OF THE PARENT OR SCHOOL DISTRICT.

8.0 REVIEW AND UPDATE THE IEP

THE IEP SHOULD BE REVIEWED TO DETERMINE IF THE STUDENT HAS ATTAINED THE GOALS AND OBJECTIVES SPECIFIED IN THE MOST RECENT IEP. THE PLACEMENT SHOULD ALSO BE REVIEWED TO DETERMINE WHETHER IT IS STILL APPROPRIATE FOR MEETING THE NEEDS SPECIFIED ON THE IEP.

9.0 WHEN A CHILD IS NO LONGER ELIGIBLE OR NO LONGER REQUIRES SPECIAL EDUCATION OR RELATED SERVICES AND THE LOCAL EDUCATIONAL AGENCY PROPOSES TO TERMINATE THE CHILD'S SPECIAL PROGRAM, WRITTEN NOTICE TO THIS EFFECT MUST BE GIVEN TO

THE PARENT A REASONABLE TIME BEFORE THE AGENCY ACTUALLY TERMINATES THE PROGRAM. THE WRITTEN NOTICE TO THE PARENT MUST INCLUDE AN EXPLANATION OF THE REASONS FOR THE PROPOSAL TO TERMINATE THE CHILD'S PROGRAM; A DESCRIPTION OF EACH EVALUATION PROCEDURE, TEST, RECORD, OR REPORT THAT WAS USED BY THE AGENCY AS A BASIS FOR MAKING THE PROPOSAL; AND A DESCRIPTION OF ANY OTHER FACTORS WHICH ARE RELEVANT TO THE AGENCY'S PROPOSAL.

FURTHERMORE, STATE BOARD REGULATIONS REQUIRE THAT WRITTEN PARENTAL CONSENT BE OBTAINED BEFORE A STUDENT IS TERMINATED FROM SPECIAL EDUCATION SERVICES.

THIS HANDOUT IS AN EXAMPLE OF A WRITTEN PRIOR NOTICE AND WRITTEN PARENTAL CONSENT TO TERMINATE SPECIAL EDUCATION SERVICES. NOTICE THAT IT MEETS ALL OF THE REQUIREMENTS FOR NOTICE AND CONSENT.

PASS OUT HANDOUT 3 (H-4-5)

WE HAVE NOW COVERED THE PROCEDURES TO BE FOLLOWED IN THE COMPREHENSIVE RE-ASSESSMENT OF A STUDENT RECEIVING SPECIAL EDUCATION SERVICES. ARE THERE ANY QUESTIONS?

RESPOND TO PARTICIPANTS' QUESTIONS.

IEP REVIEW:
COMPREHENSIVE RE-ASSESSMENT

NOW THAT WE HAVE COMPLETED THIS COMPONENT, PLEASE ORALLY STATE FOR ME THE PROCEDURES TO BE USED IN COMPREHENSIVE RE-ASSESSMENT.

ASK SEVERAL PARTICIPANTS TO SUPPLY THE NECESSARY STEPS.

THIS COMPONENT HAS PRESENTED A SUMMARY OF PROCEDURES IN THE IEP PROCESS FROM ASSESSMENT TO IEP REVIEW. AT SEVERAL OF THE STEPS THE DISCUSSION WAS ABBREVIATED. PLEASE REFER TO YOUR PROCEDURES GUIDE ON DEVELOPMENT AND IMPLEMENTATION OF THE IEP PROCESS FOR A MORE COMPLETE EXPLANATION.